Kurdistan Regional Government
Council of Ministers
Ministry of Education

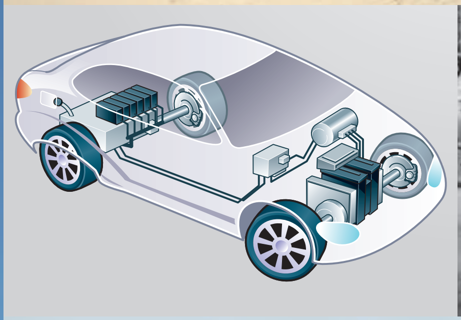
Sunrise

Student's Book 11













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MAP OF THE BOOK

1 LESSONS 1&2

WHERE ARE YOU FROM?

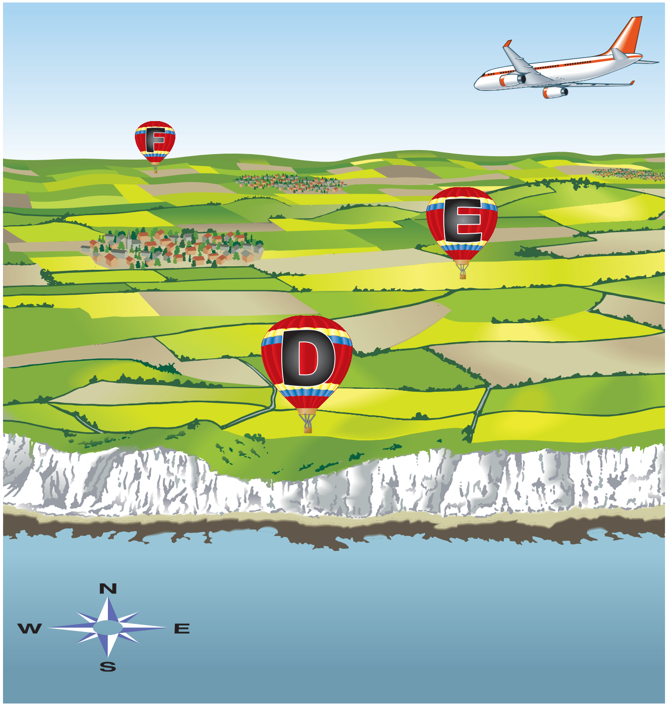
It's a place that's full of rivers.

Prepositions of place and movement • Relative clauses with *who*, *which* and *that*

A LISTEN AND DO

Recently, the Sherko family, with twins Vana and Ari, moved to Britain for a year. On the way, Vana and Ari recorded themselves as they took photos.





1 Listen to Vana and Ari. Say where they are.

2 Listen again. Note the numbers 1–8 as you hear these words that you know. Say the words.

1 cliff   2 country   3 field   4 hill   5 lake
6 mountain   7 river   8 sea   9 waterfall

3 Listen again. Note the letters a–g as you hear these new words. Copy and say the words.

a fertile   b flat   c hilly   d steep   e crop
f farm   g plain   h snow   i stream   j valley

B GRAMMAR p10

1 Look.

Prepositions of place and movement

Prepositions of place

Below *us, there's a river* ***in*** *a deep valley.*

Prepositions of movement

We're flying ***over*** *a mountain,* ***towards*** *a lake.*

2 Listen again. Find more examples of prepositions.

C SPEAK

Work with a partner. Choose from balloons A–F and describe the view from your balloon.

A I'm flying over some flat country with farms and … The land looks very green and … And I'm flying north towards …

B So you're in balloon … , aren't you?

A That's right. Now it's your turn.

D LISTEN AND READ



Vana and Ari are starting their new life in Britain.

Ari Excuse me, but could you tell us the way to Valley Road Comprehensive?

Jamie Go along this road and take the first left. You'll see it on the right, opposite a park.

Vana Thanks!

Sophie But why are you going there?

Vana It's our new school.

Sophie It's our school too, but it doesn't start till tomorrow, so you don't have to go today.

Ari We just want to see the place.

Jamie Well, Sophie and I aren't doing anything special, so we can show you round.

Ari Thanks!

* * * * *

Sophie There it is!

Vana It looks very different from our school back home.

Sophie Where are you from exactly?

Vana Kurdistan.

Jamie Sorry, but where's that? My geography isn't very good.

Ari It's in northern Iraq.

Sophie And Iraq's in the middle of the Middle East.

Vana That's right.

Jamie So you speak Arabic, don't you?

Ari No, the people who live in the south do, but the Kurds speak Kurdish.

Sophie Really!

Jamie Iraq's mainly a desert country, isn't it?

Ari Oh, no. There are parts of Iraq which are deserts, but not Kurdistan.

Vana It's a place that's full of mountains and rivers and valleys. It's beautiful!

Correct the statements that are wrong.

1 The school is on the left, next to the park.
2 It starts tomorrow, so people mustn't go today.
3 Kurdistan is in eastern Iraq, and Iraq is in the western part of the Middle East.
4 The people in southern Iraq do not speak Kurdish.
5 Iraq is full of mountains and rivers and valleys.

E GRAMMAR p10

1 Look.

Relative clauses with *who, which* and *that*

*The people **who** (**that**) live in the south speak Arabic.*

*There are parts of Iraq **which** (**that**) are deserts.*

2 Make more statements about Iraq.

1 The people **who** (**that**) live in the north …
2 There are parts of Iraq **which** (that) ….

Use these ideas and add suitable verbs.

3 are Kurds / speak Kurdish / … their own culture
4 … (not) very fertile / … a lot of oil / … high mountains

F THINK ABOUT IT



Unit 1 page 3 Activity 4

WHERE ARE YOU FROM?

Who are the Kurds?

relative clauses without *who*, *which* or *that* • relative clauses with extra information

A READ

A

Come to Kurdistan!

Tony Price



Kurdistan is not the first place most people think of for a holiday. But for those who want a real travel experience, the northern region of Iraq is a place they should consider visiting.

It has a lot to offer. There's everything a visitor might want – from sailing on Lake Dokan to climbing in the mountains to visiting the ancient remains which are everywhere here.

The Kurds are ready to welcome tourism and tourists. All the people I am meeting during my visit here are very friendly and helpful.



For the best weather, come in spring or autumn. And if you can, come for Newroz on 21st March. This festival is the Kurdish New Year and the first day of spring, and so it is a happy time. Travel to one of the resorts in the mountains such as Ashawa near Dohuk. Join the many Kurds who celebrate with picnics and traditional music and their ancient custom of fire jumping by the streams and waterfalls.

B

www.gomiddleeast.co.uk/iraq_about1.htm

Kurdistan

Geography and climate

In the north of Iraq is Kurdistan, which is an area of mountains and high plains. The mountains ring the region from the south-east to the north-west, and they receive up to three metres of rain and snow a year. As a result, there are many deep valleys with streams, waterfalls and rivers. The rivers, which include the Euphrates and Tigris, carry precious water to the fertile plains south and west of the mountains.

The climate is very hot in summer, and temperatures often reach 40° or more in the south. Winters are cold too, with temperatures as low as –20° in the mountains. However, the weather is usually warm, dry and pleasant in spring and autumn.

Economy

Although winters and summers are hard, farming is a very important industry in Kurdistan. Kurds, who have a long tradition of farming, grow a number of different crops across the fertile plains.

The economy is growing quickly in many areas. The oil industry, which is developing fast, is becoming very important. Others, such as tourism, are experiencing development, too. So are the cities, which are full of new offices, shops, schools, hospitals and homes. There, construction is a huge engine of economic growth.



1 Say where Texts A and B may each come from.

a a local newspaper report

b a history of Kurdistan

c an information website about Iraq

d a holiday magazine

2 Do the tasks.

1 Say when tourists should visit, and why.
2 Say when people should not visit, and why not.
3 List five attractive things for visitors.
4 Explain the geography of Kurdistan.
5 List one traditional industry and three modern growth industries.

3 Read to find the correct meaning.

1 a line 4: … a place **they** should consider …
2 b line 20: **Others**, such as tourism, …
3 b line 21: **So** are the cities, …

4 Explain in your own words.

1 a line 5: It has **a lot to offer**.
2 b line 2: The mountains **ring** the region …
3 b line 14: … winters and summers are **hard**, …
4 b line 23: … construction is a **huge engine** of economic growth.

B GRAMMAR p10

1 Look.

Relative clauses without *who, which* or *that*

We cannot cut relative pronouns that are subjects.

*Join the many Kurds **who** celebrate.*

*Visit the ancient remains **which** are everywhere.*

But we can cut relative pronouns that are objects.

*All the people (**who**) I am meeting are friendly.*

*Kurdistan is a place (**that**) they should consider.*

2 Find more examples in Text A.

C SPEAK

Work with a partner. Share ideas.

A The region of Kurdistan (which) I like best is … What do you think?
B … is the area (that) I like best (, too).

You can use these other ideas.

The Kurdish singer (who) I like most is …
A place (which) every tourist should see is …
A Kurdish leader (that) everyone remembers is …
The festival (that) I like best is …

D READ AND SPEAK

1 Copy the table. Then read again to complete it.

Information about the following:	appears in the following:	
	Text A	Text B
1 where Kurdistan is	✓	✓
2 sports	✓	
3 tourism		
4 the mountains		
5 what Kurds are like		
6 the economy		
7 traditional activities		
8 the cities		

2 Work with a partner and make statements about the four things that appear in both texts. Use all the information in the texts.

A Kurdistan is the northern region of Iraq.
B And it's an area with many mountains.

E GRAMMAR p10

1 Look.

Relative clauses with extra information

We often add extra information to statements.

In the north is Kurdistan.

+ It is an area of mountains.

*= In the north is **Kurdistan, which is an area of mountains**.*

Note: we mark extra information with commas.

2 Find more examples in Text B.

3 Make more statements with extra information.

Use information from anywhere in the texts. E.g.:

1 The Kurds are ready for tourism.
+ Tourism is a growth industry.
2 The Kurds are developing many new industries.
+ The Kurds have a long tradition of farming.

F SPEAK

It is your job to add more information about Kurdistan to the website page. Say what other information you would like to give.

1 WHERE ARE YOU FROM?

LESSONS 5&6

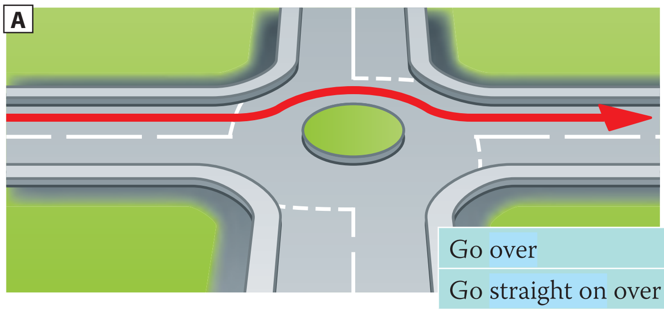
Directions and describing places

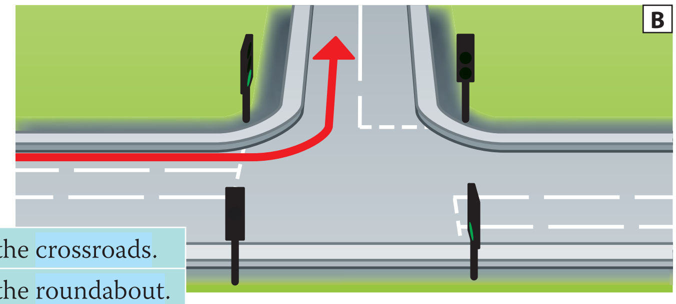
A LISTEN

1 Do this task.

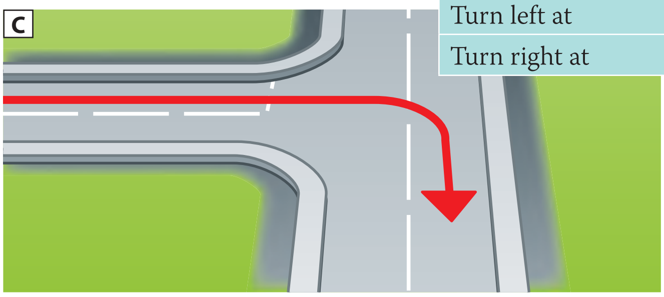
1 Copy diagrams A–D. Leave space for a short sentence after each one.

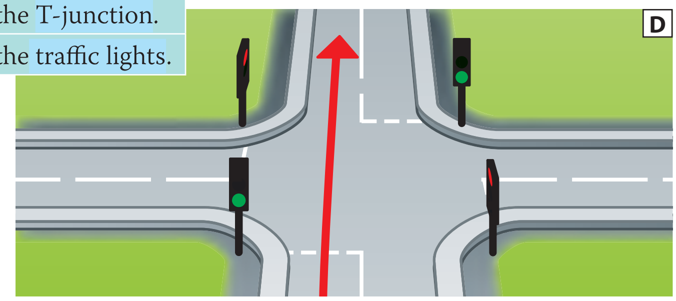
2 Read the table and listen to Part 1. Copy the correct directions for each diagram.

A


B


Go over	the crossroads.
Go straight on over	the roundabout.
Turn left at	the T-junction.
Turn right at	the traffic lights.

C


D


2 Follow directions.

1 Copy the list of destinations from the box.

bank __ police station __
post office __ school __
shopping centre __ supermarket __

2 Listen to Part 2. Follow the directions on the map to destinations a–f.

3 Label the correct destinations in your list a–f.



B PRONUNCIATION

1 Practise your pronunciation. Listen to Part 1 and repeat the words.

bridge /br/ **pr**oduce /pr/ **tr**affic /tr/ **str**eet /str/

2 Listen to Part 2 and repeat more words.

bring	**pr**oduct	**tr**adition	**str**aight
bright	**pr**ice	**tr**avel	**str**eam

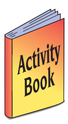
celeb**r**ate count**ry**
com**pr**ehensive con**str**uction

C SPEAK

Work with a partner. Give and follow directions.

A Use the map again. Agree a starting point – a, b, c, d, e or f. Then give directions to another of points a, b, c, d, e or f.

B Follow the directions. At the end, say:
I'm at the (supermarket) now, aren't I?



Unit 1 page 6 Activity 2A

D WRITING

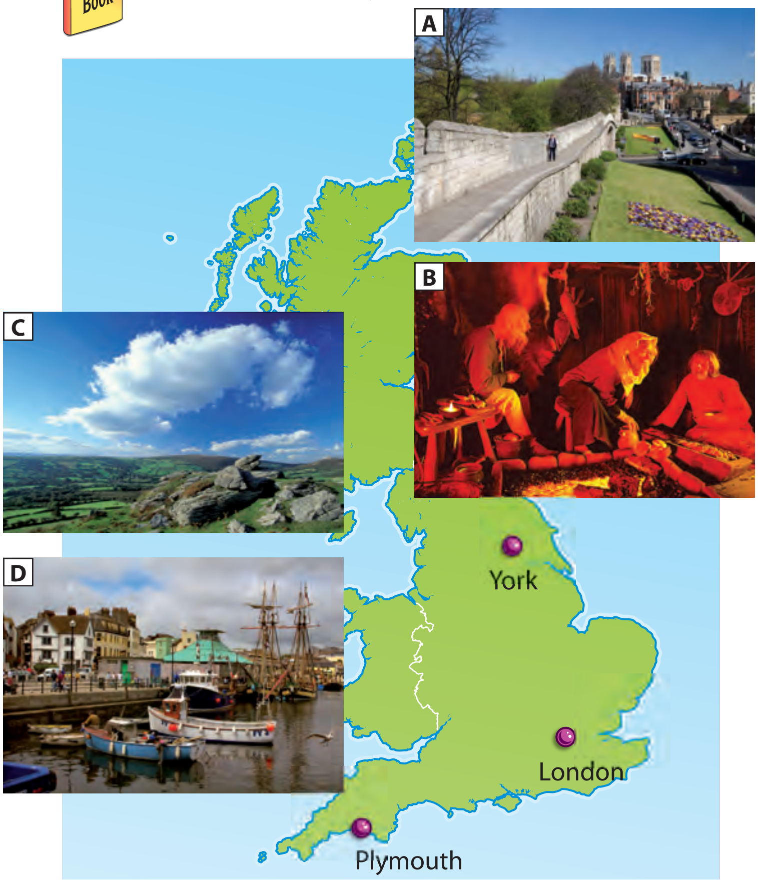
Vana and Ari are finding out about places to visit. Help them put information together.

1 Look at the notes about Plymouth. Use them to complete the statements below.

2 Complete the text about Plymouth in your Activity Book.

3 Write a text about York that uses the same patterns.

Activity Book Unit 1 page 7 Activity 2B



Facts about:	Plymouth /ˈplɪməθ/	York /jɔːk/
1 Where is it?	in the south-west of England	in the north-east of England
2 How far is it from London?	about 300 km	around 350 km
3 What is special about it?	1 a large sea port 2 very important in the history of Britain	1 a beautiful city 2 an important regional and cultural centre

Visiting:	Plymouth	York
1 What do people who visit … like?	the beaches, the sailing and the hilly country near there called Dartmoor	the old part of town and the famous hills and valleys near the city
2 What should you try to see there?	the Plymouth Aquarium	the Viking Centre
3 Where is … and what is special about it?	1 near the old fishing port 2 has fish and other amazing sea creatures from all over the world	1 in the city centre 2 gives a wonderful picture of daily life in York over a thousand years ago

The facts about Plymouth

Plymouth is 1 _in the south-west of England_, **and** it is about _2_. It is a large sea port **that** is also very _3_.

Visiting Plymouth

People **who** visit Plymouth like _4_. One of the things (**that**) you should try to see there is _5_. This special visitor attraction, **which** is near _6_, has fish _7_.

Activity Book Unit 1 page 7 Activity 2C

E UNIT TASK

1 Choose a place in Kurdistan and complete a new table of information in your Activity Book. Write notes similar to the ones on Plymouth and York.

2 Use your notes to write a text to add to the Kurdistan website on page 6.

Activity Book Unit 1 page 7 Activity 3

Language Focus

1 GRAMMAR ڕێزمان

Lesson 1: Prepositions

ئێستا تۆ زۆربەی ئامرازە پەیوەندیە گرنگەکان دەزانیت.

ئامرازە پەیوەندیەکانی شوێن:

Below *us, there's a river* ***in*** *a deep valley.*

Ahead *of us, there are plains* ***beyond*** *the mountains.*

Also: *above, ahead of, around, at, behind, beside, between, beyond, by, in front of, near, next to, on, opposite, over, under*

ئامرازە پەیوەندیەکانی جووڵە:

We're flying ***over*** *a mountain,* ***towards*** *a lake.*

We've flown ***from*** *the Alps, all* ***across*** *Europe* ***to*** *Britain.*

Also: *across, along, down, from, into, out of, past, round, through, to, under, up*

هەندێك لەو ئامرازە پەیوەندیانە وەك ئامرازی شوێن و هەروەها جووڵەش بەکاردێن، بۆ نمونە:

Place: *The bridge stands* ***over*** *the river.*
They live ***up*** *the valley.*

Movement: *Let's go* ***over*** *the bridge.*
We have to get ***up*** *the mountain fast.*

ئامرازە پەیوەندیەکانی کات:

at (6.00 / night / the weekend), during (the day / April / (the) spring / the year), in (the evening / May / 2010), on (Monday)
I reached the village ***at*** *8.00* ***in*** *the evening* ***on*** *Friday 16th May* ***in*** *the year 1892.*

هەندێك ئامرازی پەیوەندی دیکەی گرنگ:

after, before, by, for, with, without

Lesson 2: Relative clauses with *who, which* or *that*

- نیمچە ڕستەی پەیوەندی زانیاری گرنگی نوێ زیاد دەکات بۆ نیمچە ڕستەی سەرەکی. مانای نیمچە ڕستەی سەرەکی تەواو نابێت بەبێ ئەو.

نیمچە ڕستەی یەکەم	زانیاری نوێ
The people *speak Arabic.*	***They*** *live in the south.*
There are ***parts of Iraq****.*	***They*** *are deserts.*

نیمچە ڕستەکان بەیەکەوە دەبەستینەوە بە ***who*** **(یان** ***that*****) بۆ خەڵك، و** ***which*** **(یان** ***that*****) بۆ شت و ئاژەڵ.**

The people who (that) *live in the south speak Arabic.*

There are ***parts of Iraq which (that)*** *are deserts.*

More examples

The people speak English. They live in Britain.

> The people who live in Britain speak English.

There are parts of Britain. They are full of mountains.

> There are parts of Britain which are full of mountains.

Lesson 3: Relative clauses without *who, which* or *that*

دەتوانین هەندێك نیمچە ڕستەی پەیوەندی لە ڕستەدا لابەین، بەڵام هەموویان نا.

ناتوانین ئەو نیمچە ڕستەی پەیوەندیە لابەین کە جێناوی لێکدەر (*Relative Pronoun*) **بووبێتە بکەر لە نیمچە ڕستەکەدا:**

subject verb object
↓ ↓ ↓

Join the many Kurds ***who** celebrate Newroz.*

The Kurds are people ***who** love their customs.*

دەتوانین ئەو نیمچە ڕستەی پەیوەندیە لابەین کە جێناوی لێکدەر (*Relative Pronoun*) **بووبێتە بەرکار لە نیمچە ڕستەکەدا:**

object subject verb
↓ ↓ ↓

All the people ***(who)** I am meeting are friendly.*

All the mountains (that) you can see are very high.

Lesson 4: Relative clauses with extra information

بەردەوام ئێمە زانیاری زیادە دەخەینە سەرنیمچە ڕستەی سەرەکی.
ئەو زانیارییە لە وانەیە دەربارەی هەرشتێك بێت لە نیمچە ڕستەی سەرەکیدا.

In the north is ***Kurdistan.*** *+* ***It*** *is full of mountains.*

> In the north is ***Kurdistan, which*** *is full of mountains.*

Kurds *grow many crops. +* ***They*** *have a farming tradition.*

> ***Kurds, who*** *have a farming tradition, grow many crops.*

'زانیاری زیادە' وەك نیمچە ڕستەی پەیوەندی نیە کە لە وانەی 2،3 دا باسکراوە. چونکە وەك ئەو پێویست نیە بۆ مانای بنەڕەتی نیمچە ڕستەی سەرەکی.

هەروەها تێبینی بکە:

- زانیاری زیادە بە کۆما دەست نیشان دەکەین.
- تەنها جێناوەکانی (***which*** ، ***who***) بەکاردەهێنین، (جێناوی ***that*** بەکارناهێنین).

2 VOCABULARY وشەکان

a (= each year / month, etc) /ə/ ئامرازی نەناسراو
although /ɔːðəʊ/ لەگەڵ ئەوەشدا
aquarium /əˈkweəriəm/ حەوزی شوشەیی
attraction /ətrækʃ(ə)n/ دڵڕفێن
back home /ˌbæk ˈhəʊm/ لە نیشتمان
balloon /bəˈluːn/ باڵۆن
centre /sentə/ ناوەند
comprehensive (school) /ˌkɒmprɪˈhensɪv/ گشتی (قوتابخانە)
consider /kənˈsɪdə/ ڕەچاوبکرێت
construction /kənˈstrʌkʃn/ دروستکردن
crop /krɒp/ دەغڵ و دان
crossroads /ˈkrɒsrəʊdz/ چوارڕیان
cultural /ˈkʌltʃ(ə)rəl/ کلتوری
custom /ˈkʌstəm/ نەریت
development /dɪˈveləpmənt/ گەشەکردن
eastern /ˈiːst(ə)n/ ڕۆژهەڵاتی
economic /ˌekəˈnɒmɪk/ ئابووری
economy /iˈkɒnəmi/ سیستەمی ئابووری
experience /ɪkˈspɪəriəns/ *n* ئەزموون
fact /fækt/ ڕاستی
farm /fɑːm/ کێڵگە
farming /fɑːmɪŋ/ کشتوکاڵ
fertile /ˈfɜːtaɪl/ بە پیت
flat /flæt/ تەخت ، پان
grow /grəʊ/ دەچێنێت
growth /grəʊθ/ گەشە
helpful /ˈhelpfl/ یارمەتیدەر
hilly /ˈhɪli/ گردەڵان
industry /ˈɪndəstri/ پیشەسازی
middle (the … of) /mɪdl (ðə … ɒv/ ناوەڕاست
New Year /ˌnjuː ˈjiə/ ساڵی نوێ
northern /ˈnɔːð(ə)n/ باکوری
over (= across) /əʊvə (= əˈkrɒs/ بەسەر
plain /pleɪn/ دەشت
pleasant /ˈpleznt/ خۆش
port /pɔːt/ بەندەر
precious /ˈpreʃəs/ بەنرخ، نایاب
Really! /ˈrɪəli/ بەڕاست!
regional /ˈriːdʒn(ə)l/ هەرێمی، ناوچەیی
remains /rɪˈmeɪnz/ پاشماوە
resort /rɪˈzɜːt/ سەیرانگا
roundabout /ˈraʊndəˌbaʊt/ فولکە
snow /snəʊ/ بەفر
southern /ˈsʌðn/ باشوری
steep /stiːp/ سەخت، بەرزی و نشێوی
straight on /ˌstreɪt ˈɒn/ بەڕێکی، بێ لادان
stream /strim/ چەم، جۆگە
till (until) /tɪl/ هەتا
T-junction /ˈtiː ˌdʒʌŋkʃ(ə)n/ پێکگەیشتنی T
tourism /ˈtʊərɪz(ə)m/ گەشت و گوزار
traffic /ˈtræfɪk/ *n* هاتوچۆ
traffic lights /ˈtræfɪk ˌlaɪts/ ترافیك لایت
up to (= as much / many as) /ˌʌp ˈtʊ/ هێندەی
valley /ˈvæli/ دۆڵ
Viking /ˈvaɪkɪŋ/ ناوی شوێنێکە
western /ˈwestən/ ڕۆژئاوایی

3 TO HELP YOU STUDY

When you collect new words in your vocabulary notebook, write the phonetic spellings, too. This is often the only way to know how to pronounce it. Here are two of the ways that phonetics help you.

Copy the tables and add the words from the wordlist above. Decide according to the phonetic spellings of the letters in bold. Copy the complete phonetic spellings.

1 Sounds of consonants, e.g. s – /s/ or /z/.

consider remains traffic lights tourism

western /ˈwestən/	resort /rɪˈzɔːt/

2 Strong or weak sounds of vowels, e.g. crossroads /ɒ/ or custom /ə/

comprehensive consider crop development

crossroads /ˈkrɒsrəʊdz/	custom /ˈkʌstəm/

2
LESSONS 1&2

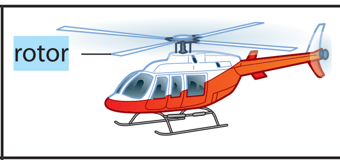
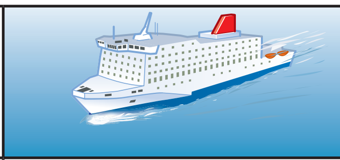
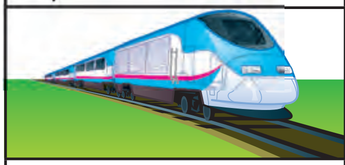
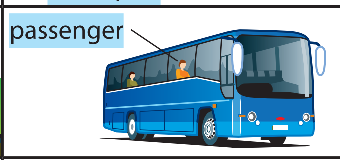
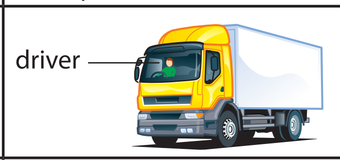
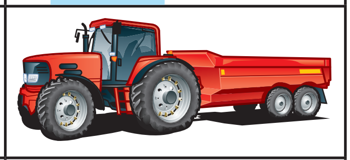
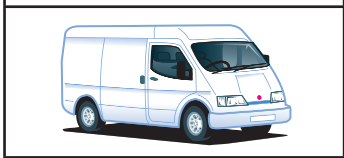
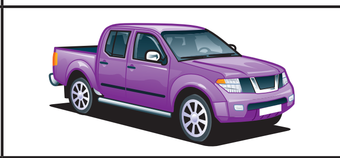
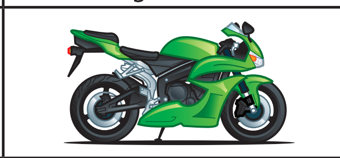
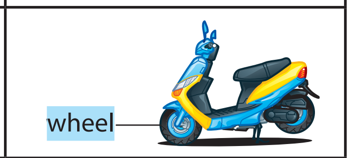
PROBLEMS AND SOLUTIONS

You must drive safely.

It can't be … It must be … • You ought to practise.

A LISTEN AND DO

1 Look at the types of transport, row by row, but cover the names. Name the ones you already know.

			
1 plane	2 helicopter	3 ship	4 hovercraft
			
5 train	6 bus	7 truck	8 tractor and trailer
			
9 van	10 pickup	11 fire engine	12 ambulance
			
13 police car	14 four by four (4x4)	15 motorbike	16 scooter

2 Say which types of transport you have and have not travelled by. Which would you like to try?

3 Listen to the conversations and note types of transport 1–16 in the order that you hear them.

4 Listen again, and complete each conversation with the correct answer.

B GRAMMAR p18

1 Look.

Modal verbs for possibility and certainty

Possibility

*It **could be** the ship. It **may be** the hovercraft.*

*It **might be** the train or the minibus.*

Certainty

*It **can't be** the ship. It **must be** the bus.*

2 Listen to the guessing game conversations again.

Repeat statements of possibility and certainty.

C SPEAK

Work with a partner and play the guessing game.

A It (carries lots of passengers).

B Well, it could be the (ship) or it may be the (hovercraft) or it might be the … or the …

A And it (moves on wheels).

B Then it can't be the (ship) or the …

A And it (has one door for the driver and one door for the …).

B That means it must be the …

D LISTEN AND READ



Ed and his older cousin Ellie are meeting in town.

Ellie Hello, Ed. You don't look very happy.
Ed Oh, I'm … all right.
Ellie Could this be about your driving test today?
Ed Well, yes, I've failed.
Ellie You must be very upset! What went wrong?
Ed Things were going well till the end. My hill start was fine – and I managed to do my emergency stop, too.
Ellie So what happened?
Ed I was coming towards some traffic lights when they changed to red, and I didn't slow down fast enough.
Ellie Were you able to stop?
Ed Yes, I was, but it was a *real* emergency stop! And the examiner failed me … I feel so stupid!
Ellie You shouldn't feel like that. Most people fail the first time – including me!
Ed But I really expected to pass.
Ellie Bad mistake! Listen, you ought to forget about it tonight. But you oughtn't to leave it after that. Tomorrow, you should apply for another test. And then you'd better practise as much as possible.
Ed Yes, I realise now I need to get more experience.
Ellie You can go out driving with me sometimes if you like.
Ed Thanks! I'd like that.

* * * * *

Three months later.
Ed Hi, Ellie. Guess what! I've passed!
Ellie Well done!

Answer the questions.

1 Why does Ed look upset?
2 How were things going for most of the test?
3 Where did Ed make a mistake?
4 Why did the examiner fail him?
5 How does Ed feel now as a result?
6 What should he not think about any more now?
7 What ought he to do tomorrow?
8 Why does Ellie say, 'Well done!' three months later?

DID YOU KNOW?

In Britain you can learn to drive and you can also pass your driving test when you are 17. In most parts of the USA, the rules are the same, but in a few states you can pass when you are just 16!

E GRAMMAR p18

1 **Look.**

Advising and saying what needs to happen

You ***should (not) feel*** *like that.*

I ***(do not) need to get*** *more experience.*

You ***ought (not) to leave*** *it after that.*

You ***had better (not)*** *practise.*

2 **Find more examples with *should* and *ought to* in the conversation.**

F SPEAK

You and your partner have just passed your driving tests, and you want to drive your families somewhere nice for a picnic. Discuss and decide:

- **where you should (not) go**
- **what you ought (not) to take.**

A We'd better (not) go to (place). It's (too far / …).
B We (don't) need to take lots of (food /drink/ …).



PROBLEMS AND SOLUTIONS

By 1896, he had sold 130 cars.

can, could and *be able to* • past perfect

A READ

In 1885, the German Karl Benz began selling cars with petrol engines. Interest grew and, by 1896, he had sold 130. And after he had shown the way like this, other makers quickly followed.



Those early cars were noisy and not very fast or comfortable, and they often broke down. But the technology developed fast, and by 1909 Rolls Royce's *Silver Ghost* was able to offer quiet, reliable comfort at 80 kph.



Only rich people could afford a Rolls Royce, but already, in 1908, the American Henry Ford had begun building cars much more cheaply. They moved along a production line at his factory, and thousands of workers each added one small part to each car. The result was the Model T Ford, a car that many could afford. By 1929, Ford had sold 15 million.



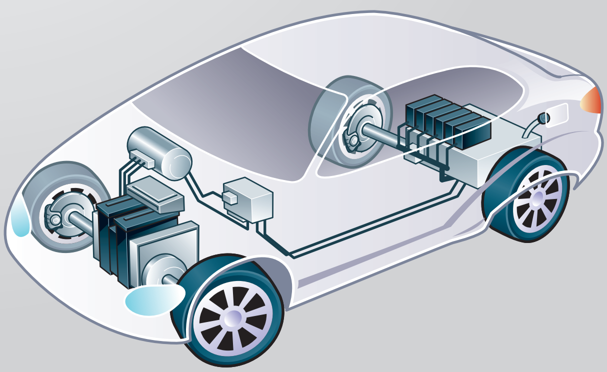
That was the start of today's huge car industry. A century ago, there were about 200,000 cars in the world. Now, the world produces 200,000 every day.

People love their cars, but we can all see that cars bring great problems. Bad driving causes terrible accidents, with thousands of road deaths and injuries every year. Again, pollution from exhaust emissions causes illness, especially in cities with millions of cars. And there is worse. The emissions include carbon dioxide (CO_2), which is changing Earth's whole atmosphere in dangerous ways. And there is something else. Petrol is an oil product, and oil is becoming very expensive.

After these problems had become clear by the late 1990s, car makers started designing new sorts of engines. Recently, the first of the new vehicles have begun appearing. They are hybrids that have both an electric motor and a petrol engine. They are more expensive to build than ordinary cars, but they are cheaper and cleaner to run.

However, engineers will soon be able to offer a better solution – a car that runs on fuel cells. These mix hydrogen (H) with oxygen (O) from the atmosphere. The result is very cheap electric power, and the only waste is water (H_2O)!

In ten years, perhaps you will have this sort of car outside your house!



Do the tasks.

1 Compare Benz's car with the *Silver Ghost*.

2 Compare the *Silver Ghost* with the future car.

3 Copy and complete the time line.

1885	1896	1908	1909	1929	the 1990s	recently	in 10 years
Benz sold …	Benz had …	Ford began …	the *Silver* …	Ford …	the problems …	hybrids …	perhaps I …

B GRAMMAR p18

Look.

can, could and *be able to* for general ability

Present: *We* ***can see*** *that cars bring problems.*

Future: *Engineers* ***will be able to offer*** *a solution.*

Past: *Only rich people* ***could afford*** *them.*
The Silver Ghost ***was able to offer*** *comfort.*

could and *be able to* for ability to do one thing

Negative: *I* ***couldn't stop*** *at the traffic lights.*
I ***wasn't able to stop*** *fast enough.*

Positive: *I* ***was able to stop*** *fast enough.*
~~*I* ***could stop*** *fast enough.*~~ *(X)*

C SPEAK

1 Talk about yourself in the past.

When I was (five), I could (not) (sing / swim / …)

2 Talk about a recent event – something you could not do, and what you were able to do instead.

I didn't have my key, so I couldn't (open the door), but I was able to (climb through the window).

D READ AND SPEAK

Decide who might say what. Match 1–5 with comments a–e. Explain your choices.

1 a Ford worker 100 years ago

2 Karl Benz in the early 1880s

3 a modern car engineer

4 a modern car owner

5 a Rolls Royce worker 100 years ago

a I love building these beautiful cars, but I'll never be able to afford to buy one.

b My work is boring, but the pay is good. Soon, I'll be able to buy one of the cars I make.

c We can't live without our cars, but the emissions are bad for everyone. What can we do?

d With these amazing new petrol engines, my cars can go faster than people can walk.

e Soon after we'd designed the first hybrids, we started work on something better – cars which run on fuel cells, and now they'll soon be ready!

E GRAMMAR p18

1 Look.

Past perfect and past simple

Past point + action / situation before that point

By 1896, he ***had sold*** *130 cars.*

Action / situation + action / situation

After Benz ***had shown*** *the way, others* ***followed****.*

Others ***followed*** *after Benz* ***had shown*** *the way.*

2 Find more examples in the text.

3 Make statements from your time line in A1.3.

In 1885, Benz sold … *By 1896, he had …*

Activity Book **Unit 2 page 13 Activity 3**

F SPEAK

Look at D again. Answer the car owner's question.

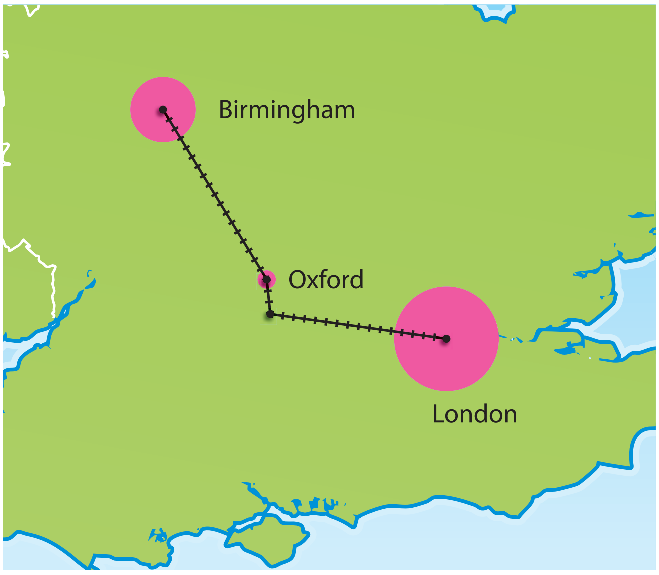
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LESSONS 5&6

PROBLEMS AND SOLUTIONS
Telling a story

A LISTEN AND SPEAK

1 Listen and follow Sam's journey on the map with your finger.



2 Look at the picture and answer the questions.



1 What was Sam probably saying to himself at this moment?
2 What had happened before this?
3 What happened after this?

3 Listen again and complete the notes in your Activity Book.

Activity Book Unit 2 page 14 Activity 2A

4 Use your notes to make simple statements.

(On Friday evening,) Sam wanted to travel … to stay with …

B PRONUNCIATION

1 Listen and note which of 1–8 you hear – a or b.

Sounding interesting

1 a It's quite a story.
  b It's a funny story.
2 a Well, it was like this. You see, …
  b Well, you see, it was like this.
3 a You'll never guess!
  b Guess what!
4 a And do you know what?
  b And you know what?

Sounding interested

5 a Tell me what happened.
  b Tell me all about it.
6 a Oh, no! You must be joking!
  b No! You can't be serious!
7 a Really!
  b Really?
8 a That's amazing!
  b That's terrible!

2 Listen again and repeat.

C SPEAK

1 Read and act out part of the conversation. Try to sound interesting and interested!

Sam It's quite a story.
Ed Tell me all about it.
Sam Well, it was like this. I wanted to go to London to stay with my cousin on Friday evening. He'd invited me to his birthday party on Saturday, you see.
Ed That's nice. Did you go by bus or by train?
Sam By train.

2 Read and act out more of the conversation.



Sam	It was already nearly 6.15.
Ed	So what happened?
Sam	Well, I saw a train at the station, ready to leave, and I thought that must be it. So I ran, and I was able to get on just in time! And we left at exactly 6.15.
Ed	Well done!
Sam	Not really. You see, there was one small problem. Guess what! I'd made a mistake and I'd got on the wrong train!
Ed	No! You can't be serious! When did you find out?
Sam	A minute later, just after we'd left the station.

D WRITE

In school, the English teacher has asked Sam, Ed and everyone to write a short essay:

What I did at the weekend

1 Plan to write Sam's story for him in three paragraphs.

1 An introduction to the situation
2 What went wrong
3 What happened after that

Choose the best topic sentence to introduce each paragraph.

a There was only one possible solution.
b On Friday evening, I had plans for a short trip.
c However, there was a problem.

2 Read and do this task.

Use information from your notes in A3 to fill gaps 1–12 in Sam's essay *What I did at the weekend.*

3 Complete Sam's essay in your Activity Book.

1 Add the correct topic sentence to each paragraph.
2 Add the information that you have found.
3 Put the verbs in brackets in the correct tenses – past simple or past perfect.

What I did at the weekend

(Topic sentence 1) I (want) to travel to _ 1 _ to stay with my _ 2 _, who was having his _ 3 _ on _ 4 _. I (plan) to go by _ 5 _ and get there at _ 6 _. I (get) to the station a bit late, and I (see) a train there, ready to leave. So I (run), and I (be able to) get on it and leave at the right time – _ 7 _.

(Topic sentence 2) A _ 8 _ later, just after the train (leave) the station, I (realise) that I (make) a mistake and I (get) on the wrong train. I (catch) the fast train to _ 9 _!

(Topic sentence 3) I (cannot) get off the train, so I (have to) go all the way there. Then I (have to) wait for _ 10 _ for the next fast train. After that, I (be able to) travel back through _ 11 _ to London, and I finally (arrive) at _ 12 _.

Activity Book Unit 2 page 14 Activity 2B

E UNIT TASK

1 Think of a journey you have made, perhaps with your family or friends. Think about:

1 your plans, and how the journey started;
2 something that went wrong;
3 the solution.

2 Find useful expressions in B and C above to help you tell the story of your journey.

3 Work with a partner and tell each other your stories. Try to sound interesting and interested!

4 Write your story in three paragraphs. Complete and use this heading.

What happened when I went to …

Activity Book Unit 2 page 15 Activity 3

Language Focus

1 GRAMMAR ڕێزمان

Lesson 1: Modal verbs for possibility and certainty

کاتێك بە لۆژیك دەزانین شتێك لەوانەیە ڕاست بێت ، یان دڵنیاین کە ڕاستە،ئەوا زۆربەی جار (Modal Verbs) بەکاردەهێنین.

It ***could / may / might be*** *the ship.* — **لەوانەیە ڕاست بێت:**

It ***can't / must be*** *the ship.* — **بە دڵنیاییەوە ڕاستە :**

Lesson 2: Advising + saying what needs to happen

کارەکانی (*had better, need to, ought to, should* **) بەکار دەهێنین بۆ دەربڕینی شتێکی ڕاست کە ئەنجامی بدەین یاخود ئەنجامی نەدەین. زۆرجار ئەو شێوازانە بەکاردەهێنین بۆ ئامۆژگاری کردنی ئەوانی دی.**

You ***should (not) feel*** *like that. (should****n't****)*

I ***(do not) need to get*** *more experience. (****don't****)*

You ***ought (not) to leave*** *it any longer. (ought****n't****)*

You ***had better (not)*** *practise. (You'****d****)*

Lesson 3: *can, could* and *be able to*

بۆ دەربڕینی توانین لە کاتی ئێستادا، بەزۆری تەنها *can* بەکاردەهێنین:

We ***can*** *see that cars bring problems.*

بۆ دەربڕینی توانین لە داهاتوویەکی نزیکدا هەندێك جار *be able to* بەکاردەهێنین:

I ***can / I'm able to / I'll be able to*** *visit her tomorrow.*

بۆ دەربڕینی توانین لە داهاتوودا، بەزۆری *be able to* بەکاردەهێنین:

Engineers ***will be able to*** *offer a solution.*

بۆ دەربڕینی توانین بە شێوەکی گشتی لە کاتی ڕابردوودا ، هەردوو شێوازەکە بەکاردەهێنین:

Only rich people ***could / were able to*** *afford them.*

بۆ دەربڕینی توانین بۆ ئەنجامدانی یەك شت لە ڕابردوودا :

Negative: *I* ***couldn't / wasn't able to*** *stop.*

Positive: *I was able to stop fast enough.* ~~*I could stop fast enough.*~~ *(X)*

Lesson 4: Past perfect and past simple

ڕابردووی سادە: بەکاردێت بۆدەربڕینی کردارێك یان حاڵەتێك لە ڕابردوودا.

In 1885, Benz ***began*** *selling cars.*

ڕابردووی تەواو: بەکاردێت بۆ تەئکیدکردنەوە لەوەی کە شتێك پێش شتێکی دیکە ڕوویداوە لە ڕابردوودا.

Past point in time ↓ — **Action before the past point in time** ↓

By 1896, he ***had sold*** *130 cars.* Time →

Past action ↓ — **Action before the other past action** ↓

Others ***followed*** *after Benz* ***had shown*** *the way.*

After Benz ***had shown*** *the way, others* ***followed****.*

2 VOCABULARY وشەکان

afford /ə'fɔːd/ هەبوونی توانای کڕین
apply for /ə'plaɪ fɔː/ داواکردن
atmosphere /'ætməsˌfɪə/ بەرگەهەوا
carbon dioxide /ˌkɑːbən daɪ'ɒksaɪd/ دووەم ئۆکسیدی کاربۆن
comfort /'kʌmfət/ حەسێنەر، رەحەت
driving test /'draɪvŋ ˌtest/ تاقیکردنەوەی لێخوڕین
electric /ɪ'lektrɪk/ کارەبایی
emergency (stop) /ɪ'mɜːdʒ(ə)nsi (stɒp)/ وەستانی لەناکاو
emission /ɪ'mɪʃn/ دەردان
examiner /ɪg'zæmɪnə/ ئەنجامدەری تاقیکردنەوە
exhaust /ɪg'zɔːst/ ئەگزۆزی ئۆتۆمبیل
factory /'fæktri/ کارگە
four by four (4x4) /ˌfɔː baɪ 'fɔː/ *n* چوار بە چوار
fuel (cell) /fjuːl (sel)/ سوتەمەنی کارەبایی
get off /'get ˌɒf/ دابەزین
go well /ˌgəʊ 'wel/ راست
go wrong /ˌgəʊ 'rɒŋ/ هەڵە
Guess what! /ˌges 'wɒt/ بزانە ! هەڵیبێنە !
ghost /gəʊst/ تارمایی، خێو
had better /hæd 'betə/ *phr* واباشترە
helicopter /'helɪˌkɒptə/ هەلیکۆپتەر
hovercraft /'hɒvəˌkræft/ جۆرێکە لە کەشتی
hybrid /'haɪbrɪd/ جووت شێواز
hydrogen /'haɪdrədʒən/ هایدرۆجین
leave (= abandon) /liːv/ وازهێنان
maker /'meɪkə/ دروستکەر
manage /'mænɪdʒ/ بەڕێوەبردن
model (= type of car) /'mɒd(ə)l/ جۆر
motor /'məʊtə/ بزوێنەر
motorbike /'məʊtəˌbaɪk/ ماتۆڕسکیل
noisy /'nɒɪzi/ پڕدەنگە دەنگ
ought to /'ɔːt ˌtʊ/ پێویستە
oxygen /'ɒksɪdʒ(ə)n/ ئۆکسجین
pass (= succeed in a test) /pæs/ دەرچوون
passenger /'pæsɪndʒə/ رێبوار، نەفەر
petrol /'petrəl/ بەنزین
pickup /'pɪkʌp/ پیکاب (ئۆتۆمبیلی پشت بەتاڵ)
pollution /pə'luːʃn/ پیس بوون
power /'paʊə/ توانا، هێز
production (line) /prə'dʌkʃn/ هێڵ (ی بەرهەمهێنان)
quite a (phr used to show that sth is unusual or interesting) /'kwaɪt ə/ بەتەواوی
realise /'rɪəˌlaɪz/ پێزانین
reliable/reliably /rɪ'laɪəbl / rɪ'laɪəbli/ *adj/adv* جێی متمانە
rotor /rəʊtə/ پەروانە
run (= operate) /rʌn/ کاردەکات
scooter /'skuːtə/ ماتۆڕسکیلی بچووک
silver /'sɪlvə/ زیوی
slow down /ˌsləʊ 'daʊn/ هێواشکردنەوە
solution /səˌluːʃn/ چارەسەر
station /'steɪʃn/ *n* وێستگە
tractor /'tæktə/ تراکتۆر
trailer /'treɪlə/ عەرەبانەی پشتی تراکتۆر
truck /trʌk/ لۆری
upset /ˌʌp'set/ بێزار
vehicle /'viːkl/ ئامێری گواستنەوە
wheel /wiːl/ پێچکە، چەرخە
worker /'wɜːkə/ کرێکار

3 TO HELP YOU STUDY

1 **When you learn new words and expressions, note any common contracted forms.**

You ought not to … > You oughtn't to …

I had better … > I'd better …

2 **When you see contracted forms, be sure that you know the full forms.**

*I'**d** like to go. > I **would** like to go.*

*I'**d** better go. > I **had** better go.*

*The light doesn't work. It'**s** broken > It **is** broken.*

*The rock fell on him. It'**s** broken his leg. > It **has** broken his leg.*

3 **We usually use contracted forms in speaking, but we often do not in writing. You can use them:**

- **to write a dialogue**
- **to write informally, e.g. a letter to a friend.**

However, you should use full forms to write formally, e.g. an essay or a formal letter.

3 LESSONS 1&2

OUR CHANGING CLIMATE

The weather has been changing.

tense markers • present perfect continuous

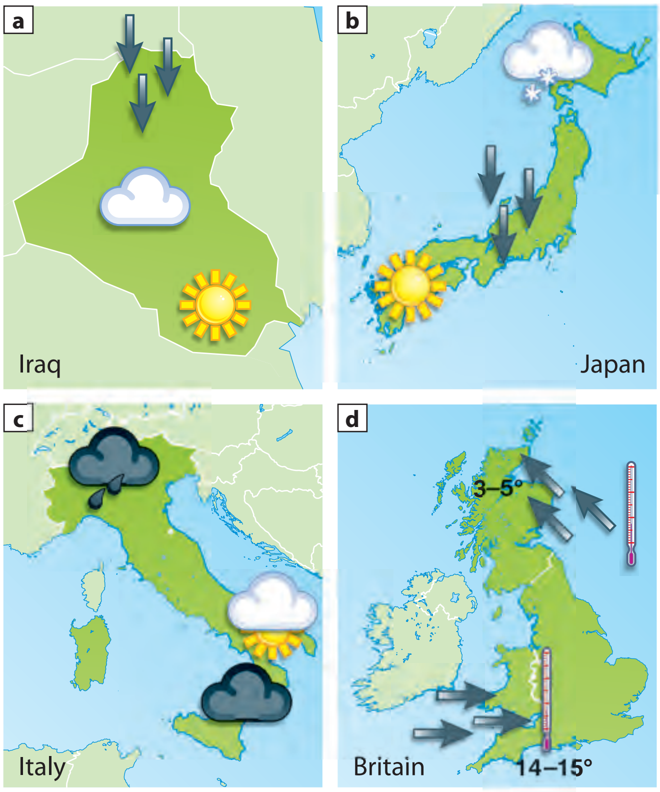
A LISTEN AND DO

1 Listen to Part 1. Listen for words 1–12 and note their numbers as you hear them.

Noun	Adjective
1 cloud	2 cloudy
3 ice	4 icy
5 rain	6 rainy
7 snow	8 snowy
9 sun	10 sunny
11 wind	12 windy

2 Copy the table. Then listen to Part 2 to complete it.

	south-west	north-east
Temperatures: °C (degrees Celsius)	___ – ___	___ – ___
Wind speeds: mph (miles per hour)	___ – ___	___ – ___



B GRAMMAR p26

1 Look.

Tense markers with the past simple

1 *It **was** really wet **yesterday evening**.*
2 *yesterday*
3 *the day before yesterday*
4 *the (month) before last*
5 *(a week) ago*
6 *back in (the spring)*
7 *last (night)*

Tense markers with the present perfect

a *It **has rained** up here in the north **today**.*
b *during / in the past / last (week)*
c *just* d *already* e *not … yet*
f *for the last / past (few days)*
g *since (last January)*

2 Listen again for more examples. Find them in 2–7 and b–g above.

3 Make statements from A1 and A2 above.

A1 *(Yesterday), it was … / there was some … in (the north of Japan). (Recently), it has been … / there has … in …*

A2 *Tomorrow, in south-west England, (temperatures) will be from … to … / as high as … / up to …*

C SPEAK

1 Talk about the weather in Kurdistan.

1 Talk about the weather last week.
2 Explain the weather so far this week.
3 Discuss the weather tomorrow.

2 Talk about weather you have experienced.

The strongest wind		*known*	
The deepest snow	*I've ever*		*was (last …)*
The worst rain		*seen*	

D LISTEN AND READ

It is February. Lucy lives in London and is phoning home to Melbourne, Australia.



Lucy How's everything, Mum?

Mum Terrible! It's so hot! Temperatures have been getting up to 46 degrees for the past month. Have you heard about the wildfires in the forest near Melbourne?

Lucy Yes, I was watching them on the news last night. They're spreading.

Mum Yes, they've been burning out of control for days now.

Lucy But why are they so bad this year?

Mum Because everything's as dry as a bone and ready to burn. We haven't had any rain recently. And the strong winds we've been getting have been making the fires worse.

Lucy Have they been causing much damage?

Mum Yes, they're a disaster! Lots of people have lost everything. Send us some of your cold English winter, please!

Lucy Well, the weather here is strange, too. It's only February, but it's quite warm and sunny, and some spring flowers have already started flowering.

Mum Really!

Lucy Yes, really. Spring has been starting earlier and earlier these last few years, and autumn has been going on later. This year, we haven't really had a winter.

Mum What's happening to the world?

Lucy Well, the scientists have been warning us about global warming for ages. Perhaps the climate really is changing!

Write questions for the answers below. Replace the underlined words with the correct nouns.

1 Q *How high (hot) have temperatures been getting?*
 A They've been getting up to 46°.

2 A They've been burning for days.

3 A There hasn't been any for a long time.

4 A They've been causing a lot of damage.

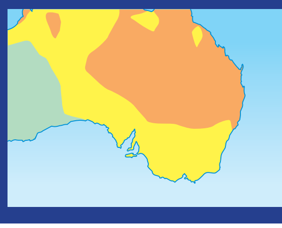
5 A It's only February, but it's already warm there.

6 A They've been warning us about global warming.

DID YOU KNOW?

Temperatures in south-east Australia have risen by about 1.5°C in the last 30 years.

At the same time, winters in Britain and other northern countries have been getting shorter and less cold.



E GRAMMAR p26

1 **Look.**

Present perfect and present perfect continuous

For completed actions that affect the present

*Lots of people **have lost** everything.*

(= Now they have nothing.)

For continuing / repeated actions up to the present

*They **have been burning** for days now.*

(= They have never stopped burning.)

2 **Find more examples of the present perfect and present perfect continuous in the conversation.**

F SPEAK

Describe changes during the last month.

Temperatures have been (falling).

The weather has been getting ...

The days / nights have been becoming ...

The leaves on the trees have been ...

3 LESSONS 3&4

OUR CHANGING CLIMATE

Can you imagine living like that?

Describing change • verb + infinitive / *~ing* form

A READ



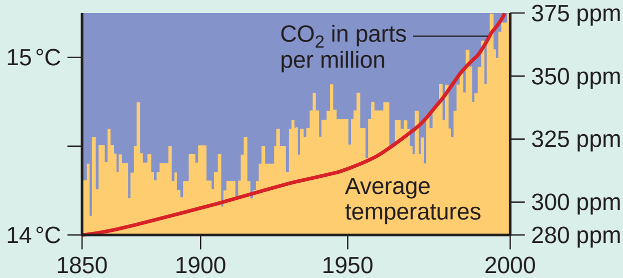


Presenter Welcome to 'Our World'. Tonight, we're talking about climate change with a top climate scientist, Dr Mori from Japan. Dr Mori, thank you for appearing on the programme.

Mori Thank you for inviting me.

Presenter So … is climate change really happening?

Mori Yes, most scientists now agree that it is. This chart shows that average temperatures have been rising steadily, and they've now increased by nearly a degree since 1850.



Presenter That doesn't sound much!

Mori But it's enough to start changing the climate. And in the Arctic and Antarctic, temperatures are rising much faster. Very soon, we expect to see the Arctic sea ice completely disappear in summer!

Presenter Amazing!

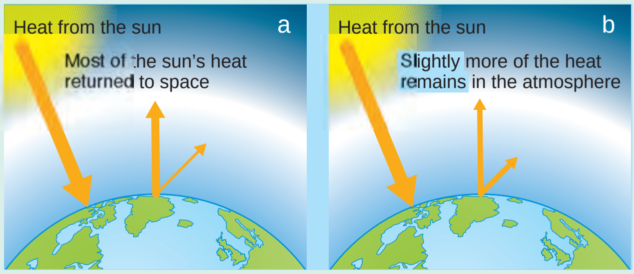
Mori And the climate has begun to change rapidly in other places, too. Dry regions are getting drier, and that's bad for farmers. Storms are getting worse, and that's bad for everyone.

Presenter So was that terrible hurricane in America this year the result of climate change?

Mori Well, there have always been terrible hurricanes, so I don't want to say that. However, climate change means there will be more and worse weather events like that.

Presenter What's causing climate change?

Mori Look at the chart again. There's also been a steady rise in CO_2 levels. Now, CO_2 is a greenhouse gas, and it's helping to increase temperatures. It acts like the glass in a greenhouse. It holds the sun's heat in the atmosphere.



Before global warming Today

Presenter And why are CO_2 levels rising?

Mori Well, most scientists now believe that human activities are the main cause. Until recently, many people refused to accept this, but now we see that pollution from cars and industry is pushing more and more CO_2 into the atmosphere. Most of this CO_2 comes from the fossil fuels we burn – oil, gas and coal.

Presenter So we need to stop polluting our world!

Mori Yes, we must try to stop climate change getting worse. That means holding down CO_2 levels. We can't risk letting them reach 560 parts per million.

Presenter Why not?

Mori Disaster will follow. For example, the Arctic and Antarctic land ice will melt, and sea levels will rise. Land near coasts will disappear, and so will many great cities! Can you imagine living in a world like that?

Answer the multiple-choice questions.

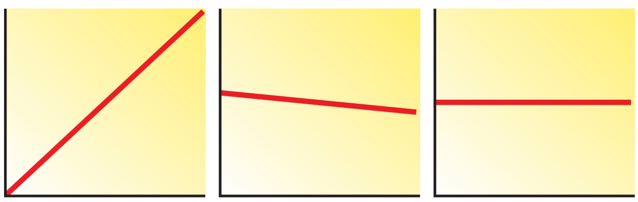
1 By how much have CO_2 levels risen since 1850?
  a Nearly 40%. b About 100%. c Over 70%.
2 Dr Mori tells us that CO_2 is a gas which …
  a is hot. b sends heat into space. c keeps the sun's heat close to Earth.
3 We learn that climate change will mean …
  a less food production in some places. b fewer storms. c more wet weather everywhere.
4 The CO_2 increases in the atmosphere are …
  a the cause of climate change. b the result of climate change. c a cause of climate change.
5 Dr Mori says that humans must do the following.
  a Cut CO_2 levels to 560 ppm. b Not let climate change start. c Control CO_2 production.

B GRAMMAR p 26

1 Look.

> **Describing change: v + adv; adj + n**
>
> *Average temperatures **have been rising steadily**.*
>
> *There has been a **steady rise** in CO_2 levels.*

2 Describe the temperature changes.



rise rapidly / rapid increase | fall slightly / slight decrease | remain steady

3 Look at the chart. Describe the changes.

Before 1800, … *From 1850 to 1910, …*
In the 1950s, … *During the 1990s, …*

C SPEAK

Play a communication game.

A (Temperatures fell slightly) for (five) years, and then there were (steady rises) during (the next fifteen).

B You mean (the 1950s and 1960s), don't you?

D READ AND SPEAK

1 Match sentence halves 1–7 and a–g to form a summary of Dr Mori's ideas. Read it out.

1 Most scientists now agree that …
2 They know that temperatures are increasing, …
3 However, changes are not just happening there: …
4 For example, dry areas are getting even less rain, …
5 The cause of all this is CO_2 and other gases …
6 And the cause of the CO_2 levels is the pollution …
7 So we must now control our activities …

a which are together increasing global temperatures.
b to stop climate change from becoming a disaster.
c and are doing so very fast in the far north and south.
d climate change really is happening.
e that human activities are producing.
f and we are also seeing more and worse storms.
g they are going on in many other regions, too.

E GRAMMAR p26

1 Look.

> **Verb + infinitive; verb + ~*ing* form**
>
> *We **expect to see** the sea ice disappear.*
>
> *Can you **imagine living** in a world like that?*
>
> **Most verbs that can take a second verb form only go with one or the other, but some can take both.**
>
> *The climate has begun **to change / changing** rapidly.*

2 Find more examples of verb + infinitive and verb + ~*ing* forms in the conversation.

F SPEAK

1 Talk about things you love / enjoy / like / dislike / hate doing in winter, spring, summer and autumn.

2 Talk about things you want / would like / hope / expect / will try to do during the winter holiday.

3
LESSONS 5&6

OUR CHANGING CLIMATE
Describing past events and changes

A LISTEN AND SPEAK

1 Listen to Part 1. Explain the situation.

2 You are a student. Read your notes. Then listen to Part 2 and note completions 1–19 from the boxes.

A v. important cause of global warming: _1_.
Started in _2_ in ± _3_.
The new industries needed many new _4_ to make e.g. _5_ & (_6_). They burned _7_, which produced _8_ & _9_.

Britain CO_2 coal
cotton   factories   iron
pollution
the Industrial Revolution
1750

America   China   climate change CO_2
CO_2 Europe   global warming   Japan
temperatures   temperatures

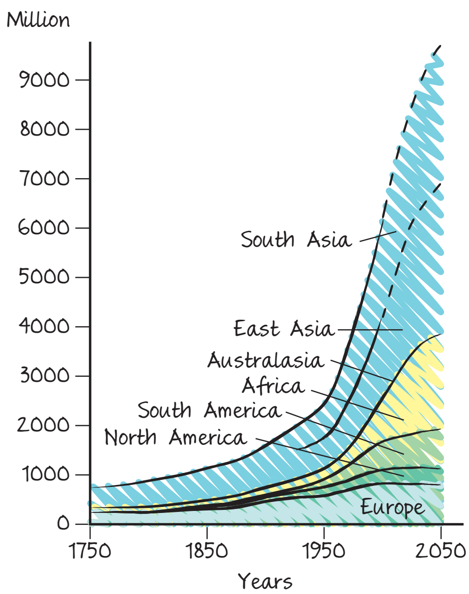
Early C19: industry started spreading across _10_ & _11_.
± 1850: global _12_ levels & _13_ started rising →
Since then: industry has spread to _14_ & _15_ etc.
Recent years: _16_ & _17_ have been rising ↗
Now: _18_ is leading to _19_.



3 Read the following notes. Listen to Part 3 and note completions 1–10 from the box.

billion   chart   climate change CO_2 global
global warming   human population   people
pollution   1750

The rising _1_ is making the situation much worse.
Many more _2_ mean much more _3_ & _4_.
Is leading to much more _5_ & _6_.
The _7_ shows the huge rise since _8_.
At that time, the global _9_ was ± 1 _10_, & was rising quite →
Early C19, it began to increase more ↗
Since 1950, …



Global population by continent: 1750–2050

Activity Book
Unit 3 page 22 Activity 2

B PRONUNCIATION

1 Practise your pronunciation. Copy and extend the table, then listen to Part 1 and write the words in the correct columns.

across alone bone clothes cotton ~~fossil~~ ~~global~~ love Monday month ~~other~~ top

1	fossil /ˈfɒsəl/	global /ˈgloʊbəl/	other /ˈʌðər/
2	…	…	…

2 Now listen to Part 2 and repeat the phrases.

3 Add two new items to every column. Compare your words with a partner.

C SPEAK

1 Read and act out.

Student 1 Dr Mori, I'd like to ask this. Why exactly did global warming start when it did?

Mori That's a good question. As you know, human activities are probably the main cause of global warming. And a very important activity was the Industrial Revolution.

Student 2 Excuse me, Dr Mori.

Mori Yes, of course.

Student 2 What sorts of thing did they make in those factories?

Mori They produced lots of things, including for example, cotton to make clothes and iron to make engines and other things.

Student 3 But Dr Mori, do you mean that just this country alone caused global warming?

Mori Oh, no! In the early nineteenth century, the Industrial Revolution started spreading across Europe and then to America.

Student 4 Excuse me, but when exactly did global warming begin?

Mori That's a very interesting point. By about the same date – 1850 – global CO_2 levels and temperatures were beginning to rise slightly. That was the start.

2 Study your notes and the chart on population change. Prepare to take Dr Mori's part. Describe:

1 past changes in different continents before 1900
2 changes coming up to the present
3 predictions for the future up to 2050

3 Work with a partner. Take turns as Dr Mori and as students. Try to use these expressions.

Student	Dr Mori
I'd like to ask this.	That's a good question.
Excuse me.	Yes, of course.
Excuse me, but …	That's a very interesting point.

A Dr Mori, I'd like to ask this. How did populations change in different continents before 1900?

B That's a very interesting point. Up to 1900, populations in all continents were growing, but they were growing quite … For example, …

D WRITE

Use your notes to write two paragraphs about the Industrial Revolution and climate change.

Activity Book Unit 3 page 22 Activity 2

E UNIT TASK

1 Use your notes to write a paragraph about the rising human population and climate change.

2 Use the chart on population change to write another paragraph. Write about the following.

1 past changes in different continents;
2 changes coming up to the present;
3 predictions for the future up to 2050.

Activity Book Unit 3 page 23 Activity 3

Language Focus

1 GRAMMAR ڕێزمان

Lesson 1: Tense markers

نیشاندەری دەمی کار (کاتی کردار) لە گەڵ ڕابردووی سادە:

*It **was** really wet **yesterday evening**.*

yesterday: the day before yesterday; the (month) before last; (a week) ago: back in (the spring); last (night)

نیشاندەری دەمی کار لە گەڵ ڕانەبردووی تەواو:

*It **has rained** in the north **today**.*

during / in the past / last (week): just: already: not … yet: ever / never: for the last / past (few days): since (last January)

ڕابردووی سادە بەکاردەهێنین بۆ دەربڕینی هەندێك شت کە بە تەواوەتی لە ڕابردوودا ڕوویانداوە.

ڕانەبردووی تەواو بەکاردەهێنین بۆ باسکردنی شتێك کە پەیوەندی بە ڕابردوو و ئێستاوە هەیە.نیشاندەرەکانی دەمی ڕانەبردووی تەواو یارمەتیمان دەدەن بۆ دەربڕینی هەندێك شت کە :

- **لە کاتی ڕابردوودا دەستی پێکردووە و ئێستاش بەردەوامە:**

*It **has rained** in the north **today**.*

- **لە ڕابردوودا دەستی پێکردووە و بەردەوام بووە تا ئێستا:**

*It **has rained** in the north **for the past few days**.*

- **زۆر پەیوەندی هەیە بەکاتی ئێستاوە:**

*It **has just rained** in the north, and the rivers are rising.*

Lesson 2: Present perfect and present perfect continuous

بەکاردێت بۆباسکردنی کردارێکی تەواوبوو کە کاریگەری لەسەر ئێستا هەیە:

*They **have lost** everything.* **(Now they have nothing.)**

بەکاردێت بۆباسکردنی کردارێکی بەردەوام/ دووبارەبوەوە تا کاتی ئێستا:

*They **have been burning** for days now.* **(= They have never stopped burning.)**

هەمیشە ڕانەبردووی تەواوی بەردەوام بەکاردەهێنین بۆ تەئکیدکردنەوەی (هەندێك لە کات – amount of time**) زۆرجار بە مانای نەرێنی.**

***I've been waiting** for you for hours! What **have** you **been doing** all this time?*

Lesson 3: Describing change: v + adv; adj + n

*Average temperatures **have been rising steadily**.*

*There has been a **steady rise** in CO_2 levels.*

هەمیشە ئەو دوو پێکهاتەیە بەیەکەوە ، لەهەمان دەقدا ، بەکاردەهێنین کاتێك ئەو گۆڕانکاریانە شیدەکەینە و وەسفیان دەکەین کە بەدرێژای چەندماوەیەك ڕوویانداوە.ئەو پێکهاتانە زۆر یارمەتیدەرن کاتێك بمانەوێت خشتەکان ڕوون بکەینەوە.

Lesson 4: Verb + infinitive; verb + ~*ing* form

هەندێك فرمان ، زۆرجار کاری دووەمی بە دوادا دێت .لەوانەیە کاری دووەم شێوەی چاوگ بێت یاخود شێوەی ~*ing* بێت.

کار+ چاووگ

*We **expect to see** the sea ice disappear.*
*I don't **want to say** that.*
*It's **helping to increase** temperatures.*
*Many people **refused to accept** this.*
*So we **need to stop** polluting our world!*
*We must **try to stop** climate change.*

هەندێك کاری دیکە کە دەکرێت هەمان شێوازی سەرەوەیان هەبێت:

afford, agree, appear, ask, choose, decide, fail, hope, learn, manage, offer, prepare, promise, refuse, seem

کار+ شێوەی ~*ing*

*Can you **imagine living** in a world like that?*
*So we need to **stop polluting** our world!*
*That **means holding down** CO_2 levels.*
*We can't **risk letting** them reach 560 parts per million.*

هەندێك کاری دیکە کە دەکرێت هەمان شێوازی سەرەوەیان هەبێت:

consider, dislike, enjoy, finish, keep, mind, miss, suggest

زۆربەی ئەو فرمانانەی کە کاری دووەم وەردەگرن دەتوانن یەکێك لە شێوەکانی سەرەوە وەربگرن، بەڵام هەندێکیان هەردوو شێوەکە وەردەگرن.ئەم فرمانانەی خوارەوە هەردوو شێوەکە وەردەگرن و ماناکانیشیان لەیەکتریەوە نزیکە.

*The climate has **begun to change / changing rapidly.***

*It's enough to **start to change / changing the climate.***

هەندێك کاری دیکە کە دەکرێت هەمان شێوازی سەرەوەیان هەبێت:

continue, hate, like, love, prefer

– بەڵام تێبینی بکە لەگەڵ *would* فرمانەکانی (*prefer, like ,hate*) تەنها شێوەی چاووگ وەردەگرن.

***I'd love to go out** this evening.*

*I wouldn't. **I'd prefer to stay** at home!*

– جیاوازی لە نێوان (*I love* و *I'd love*) ئەوەیە یەکەمیان بۆ دەربڕینی هەستی گشتیە ، بەڵام ئەوەی دووەم بۆ دەربڕینی هەستێکی تایبەتە دەربارەی بۆنەیەکی تایبەت.

2 VOCABULARY وشەکان

age (for ~s) /eɪdʒ (fɔː)/ ماوە(بۆ ماوەیەکی درێژ)
appear /əˈpɪə/ دەرکەوتن، دەردەکەوێت
as dry as a bone /əz ˈdraɪ əz ə ˌbəʊn/ وشك وەك ئێسك
average /ˈævrɪdʒ/ تێکڕایی
chart /tʃɑːt/ نەخشە، هێڵکاری
climate change /ˈkləɪmə ˌtʃeɪndʒ/ *n* گۆڕانی کەش و هەوا
cloud /klaʊd/ هەور
coal /kəʊl/ خەڵوز
decrease /dɪˈkriːs/ کەم بونەوە، کەم دەبێت
degrees Celsius /dɪˌgriːz ˈselsiəs/ پلەی سەدی
disappear /ˌdɪsəˈpɪə/ لەناوچوون، دیارنەمان
disaster /dɪˈzaːstə/ کارەسات
farmer /ˈfɑːmə/ جووتیار
forest /ˈfɒrɪst/ *n* دارستان
fossil fuel /fɒsl ˌfjuːl/ سووتەمەنی بە بەردبوو
global warming /ˌgləʊb(ə)l ˈwɔːmɪŋ/ گەرم بوونی جیهان
greenhouse /ˈgriːnˌhəʊs/ *n* شەتڵگەی شوشەیی
greenhouse gas /ˈgriːn haʊs ˌgæs/ گازی شەتڵگەی شوشەیی
hold down /ˈhəʊld ˌdaʊn/ راگرتن، وەستاندن
hurricane /ˈhʌrɪkeɪn/ گەردەلوول
icy /ˈaɪsi/ سەهۆڵین
imagine /ɪˈmædʒɪn/ هێنانە بەرچاو، خەیاڵکردن
increase /ɪnˈkriːs/ بەرزبوونەوە، زیادبوون
let /let/ لێگەڕان، رێگەدان
melt /melt/ توانەوە
out of control /əʊt əv kəntrəʊl/ کۆنترۆڵ ناکرێت
part per million (ppm)
/ˌpɑːt pɜː ˈmɪliən/ بەشێك بۆ هەرملیۆنێك
pollute /pəˈluːt/ پیس کردن
rainy /ˈreɪni/ باراناوی
rapid(ly) /ˈræpɪdli/ خێرا (بەخێرایی)
refuse /rɪˈfjuːz/ رەتکردنەوە، رەتدەکاتەوە
remain /rɪˈmeɪn/ دەمێنێتەوە
scientist /ˈsaɪəntɪst/ زانا
slight(ly) /ˈslaɪtli/ کەم (بەکەمی)
snowy /ˈsnəʊwi/ بەفرین، بەفراوی
speed /spiːd/ خێرایی
spread /spred/ بلاوبوونەوە، تەشەنەکردن
steady(ily) /ˈstedi / stedɪli/ نەگۆڕ(بەنەگۆڕی)
storm /stɔːm/ زریان
temperature /ˈtemprɪˌtʃə/ پلەی گەرمی
the day before yesterday
/ðə ˌdeɪ bɪfɔː ˈjestəde/ پێرێ
the night / week / month / year before last/ these last few years /ðə naɪt / wik / mʌnθ / jɪə bɪfɔː lɑːst / ðiːz lɑːst fjuː jɪəz/ شەوی... پێشووتر
لەم چەند ساڵانەی دوایدا
top (= leading) /tɒp/ باشترین (= چاکترین)
warn /wɔːn/ ئاگادارکردنەوە
wildfire /ˈwaɪld laɪf/ ئاگری تەشەنەسەندوو
wind /wɪnd/ با، رەشەبا
yesterday morning / afternoon / evening /
jestədaɪ mɔːnɪŋ / ɑːftənuːn / iːvnɪŋ/ دوێنێ ...

3 TO HELP YOU STUDY

Use abbreviations and symbols when you make notes.

= equals, is the same as **±** about **&** and
x by (4x4) **e.g.** exempli gratia = for example
etc. et cetera = and other similar things
C = century (e.g. C19 = nineteenth century)
CO_2 carbon dioxide **H_2O** water
a.m. ante meridiem = up to midday
p.m. post meridiem = after midday
g gram **kg** kilogram
cm centimetre **m** metre
kph kilometres per hour
mph miles per hour

We sometimes also shortern certain words, e.g. much > m, very > v, with > w.

Write the following in note form.

The factories produced, for example, very good cotton and iron.

The train leaves at six o'clock in the morning and arrives at five in the afternoon.

The piece of steel is one metre by fifty centimetres, and it weighs seven kilograms.

The car was travelling at 100 miles per hour, which is about 160 kilometres per hour.

4 LESSONS 1&2

REVISION
The rivers had risen.

A READ

A

SOUTH-WEST MORNING NEWS

38 TEAMS FOR 12 TORS RACE

Teams from 38 schools around the country are competing in this year's race to climb 12 of Dartmoor's highest hills.

They are already arriving in Plymouth, ready for the two-day event, which starts tomorrow morning and finishes on Sunday.

Although there may be some rain, the race will go ahead at 9 a.m.

B

Sophie	Hi, Mum. It's me, Sophie.
Mrs Day	Hello, Sophie! Are you in Plymouth now?
Sophie	Yes. We got here this afternoon at 3.00, and we've been looking round for the last three hours. We've just been to the Aquarium.
Mrs Day	Is everyone ready for tomorrow?
Sophie	Yes, we're going to eat soon and then get a good night's sleep.
Mrs Day	You're going to need it!

C

Mr Day	Dara, have you seen the latest weather report?
Mr Sherko	Yes, I've just been watching it on the 6 o'clock news. Dartmoor's been getting heavy rain.
Mr Day	Yes, it began two hours after the race had started, and it's never stopped.
Mr Sherko	The kids must be very wet and cold. I hope they've been able to find somewhere safe and dry for the night.
Mr Day	I'm going to call Jamie and Sophie.
Mr Sherko	I've already tried to call our two, but I couldn't get through. There was no signal.

D

Sophie	Where are we? I can't see anything in this rain!
Jamie	I can! Here's the bridge we have to cross.
Ari	The river's nearly over the top!
Vana	Let's cross before it disappears.
	* * * * *
Sophie	Vana, run! It's going to collapse.
Ari	It is collapsing. Hold my hand, Vana!
	* * * * *
Jamie	It's gone. We're lucky to be alive!
Sophie	Listen, it's 6.00, and we need to find somewhere to camp.
Vana	But the ground is just too wet.
Jamie	We ought to find an old farm building.
Ari	Over there's a little place which has a roof.
Sophie	You're right! That's home for tonight!

E

Radio presenter	You're listening to Radio Plymouth, and this is the local news at one. Yesterday's terrible weather has continued and is causing big problems. On Dartmoor, they had to stop the 12 Tors Race at 8.00 this morning. It could not continue because the rivers had risen dangerously and destroyed a bridge on the route. The organizers have found nearly all the teams. Only a London team – Valley Road Comprehensive – is still missing.

tor /tɔː/ *n* گردی بەردین **kid** /kɪd/ *n* منداڵ
get through /get ˈθruː/ *v* پەیوەندیکردن
collapse /kəˈlæps/ *v* رووخان **camp** /kæmp/ *v/n* چادرهەڵدان
building /ˈbɪldɪŋ/ *n* بینا **organizer** /ˈɔːgəˌnaɪzəː/ *n* رێکخەر



1 Do the tasks.

1 Copy and complete the time chart. Add events 4–5.

1 newspaper report	2 conversation (Sophie and …)	3 conversation (…)
on Friday…	at …p.m. on …	…

2 Note other events and times in order, e.g.:
3 p.m., Fri: Valley Road team arrived in …

2 Correct the statements that are wrong.

1 Sophie visited the Aquarium alone.
2 Before the race, no-one had expected any rain.
3 The organizers stopped the race soon after the bridge had collapsed.
4 When the two fathers spoke, their children had already been able to find somewhere safe and dry.
5 At the time of the radio report, there had been heavy rain for nearly 24 hours.

3 Decide who probably said what – and when. Match 1–5 with comments a–e. Explain your choices.

1 Mrs Sherko
2 a farmer
3 a race organizer
4 a Radio Plymouth reporter
5 a teacher from Valley Road Comprehensive

a What exactly made you decide to stop the race yesterday evening?
b Something terrible could happen to the kids. I could talk to Mrs Day about the situation. Or could you talk to her husband?
c This rain is much worse than any of us had expected. I think we may have to stop the race.
d Listen, everyone. We've got just three hours to look round, and I think we ought to spend some time at the fantastic Aquarium. Then we'll have dinner and an early night!
e This morning, the rain still hadn't stopped, so I decided to get my sheep under cover. I don't know who was more surprised – me or the four teenagers I found there!

4 Read to find the correct meaning.

1 line 5: … ready for **the two-day event**, …
2 line 16: Is everyone ready for **tomorrow**?
3 line 31: I've already tried to call **our two**, …
4 line 58: … **they** had to stop the 12 Tors Race …

5 Explain in your own words.

1 line 18: **get a good night's sleep.**
2 line 19: **You're going to need it!**
3 line 51: **That's home for tonight!**

6 Use your notes from A1 to tell the story in your own words.

husband /ˈhʌzbənd/ *n* مېړه

REVISION
Language

B SPEAK

1 Play a guessing game. (preposition of location, *must* / *could be*)

1 Three students, A–C, leave the classroom.
2 One student hides something, e.g. a book in a bag under a desk near the back of the room.
3 Students A–C return and make up to 10 guesses. Others answer. Use prepositions.

A Is it near the front of the room?
* No, sorry, it isn't. You're cold.
B Then it must be towards the back of the room.
* Yes, that's right. You're getting warmer.
C So could it be … ?

2 Ask and answer questions about Units 1–3. (relative clauses)

A Who was Karl Benz?
B He was the German who started selling cars with petrol engines.

A What are the Alps?
B They're the mountains (that) Vana and Ari crossed on their way to Britain.

3 State problems and give advice. (*ought to, had better*)

Use these ideas. Then add your own.

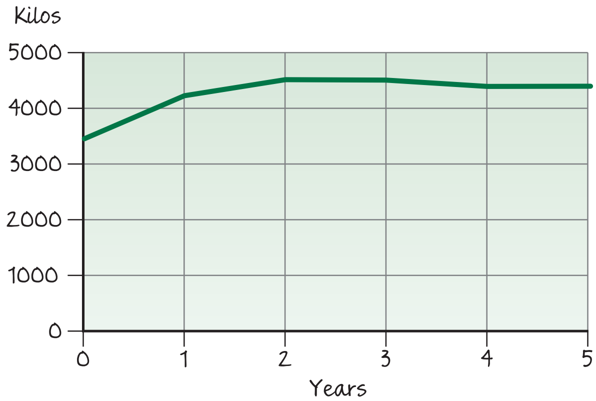
A I'm really tired!
I want to be able to drive.
It's going to start snowing soon.
I don't understand this maths problem.
I need more information about Plymouth.

B

		ask your teacher.
	should	have an early night.
You	ought to	look on the internet.
	had better	pass your driving test.
		put on your winter coat.

4 Play a communication game. (present perfect and past simple with tense markers, graph description)

1 Continue the description of Farmer Ibrahim's olive production during the last five years.



During the whole of the last five years since 20… , olive production has risen from … to … kilos. However, this rise has not been a steady one. Although there was a rapid increase from … to … kilos five years ago, the year after that, it rose more slowly …

2 Now you are a farmer, too. Draw a chart to show your own olive production for the last five years.
3 Work with a partner. Take turns to describe your chart and to draw your partner's from what you hear.
4 Compare charts. They should be the same!

5 Explain what happened and why. (past simple, past perfect, past forms of modal verbs)

Complete the dialogues with the correct forms. Then work with a partner and practise them.

1 **Teacher** We … (be able) to look round Plymouth for a few hours.
Reporter Why … (be able) to do that?
Teacher Because we … (arrive) quite early.

2 **Ari** Vana and I … (want) to see the Aquarium.
Reporter Why … (want) to do that?
Ari Because we … (find out) about it before our trip to Plymouth.

3 **Jamie** I … (feel) full of energy at the start.
Reporter Why … (be) that?
Jamie Because I … (be able) to get a good night's sleep.

4 **Organizer** We … (be) very (surprised) by the weather.
Reporter Why … (be) so (surprised)?
Organizer Because the weather reports … (not be) too bad.

5 **Teacher** Most teams … (have to) stop and rest sometimes, but our team … (not have to) do that.
Reporter Why was that?
Teacher Because they … (train) so hard.

6 **Organizer** Most teams … (have to) stop at the river.
Reporter Why … (have to) do that?
Organizer Because the bridge … (collapse), and so they … (cannot) go any farther.

6 Report the weather. (present perfect continuous)

Give the Radio Plymouth weather report for 1.00 p.m. on Saturday. Use words from the boxes.

The weather has been getting … It has been …



The weather two hours ago, at 11 a.m.



The weather now, at 1 p.m.

The weather The clouds The rain The wind	(get) (grow) (become)	heavier stronger thicker worse	in during since	the last two hours. the past two hours. 11 a.m.

It	(get) (grow) (become)	colder, darker, wetter, windier,	and	river levels the temperature wind speeds	(fall). (rise). (increase). (decrease).

7 Create a questionnaire. (verb + infinitive / verb + ~*ing*)

1 Copy and extend the questionnaire. Use the sentence parts to create the questions.
2 Work with a partner. Ask and answer the questions and note your partner's answers.
3 Report your partner's answers to the class.

	Questions	Answers
1	What do you like doing in your free time?	…

1 what / like (do) / free time
2 what subject / most enjoy (study) / school
3 what / hope (do) when / leave school
4 what country / most like (visit) / the future

C EXTENSIVE LISTENING

Listen to the rest of the Twelve Tors story. Listen to Parts 1, 2 and 3 one by one. Re-tell each part in turn.

5 LESSONS 1&2

DANGER – HUMANS AT WORK!

Unless they stop, they'll …

measurements • *will* and conditional forms

A LISTEN AND DO

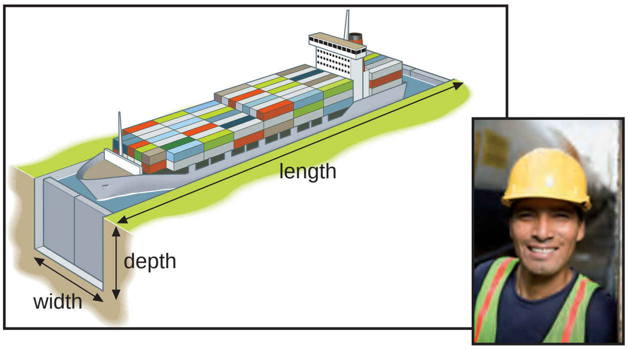
1 Copy the words. Number them 1–9 in the order that you hear them.

canal dam hydroelectric power station lock oil terminal oil tanker pipeline reservoir turbine

1



2



3



2 Copy the table. Then listen again to engineers 2 and 3. Add the numbers that you hear to the table.

	canal	locks	dam	reservoir
long/length	___km	___m	___m	___km
wide/width	up to __m	___m	___m	___km
deep/depth		___m		___m
high/height			___m	

3 Make statements from the table. Use adjectives.

The canal is … kilmetres long, … metres wide and …

B GRAMMAR p38

1 Look.

Stating dimensions:
***be* + dimension + adj**
***have* + n + *of* + dimension**

The canal ***is 80 kilometres long****.*

The canal ***has a length of 80 kilometres****.*

2 Listen again to speakers 2 and 3 for more examples of each form.

3 Make statements about the pictures in A.

A The Three Gorges reservoir is 660 kilometres long.

B And it has an average width of about 1.12 kilometres.

C SPEAK

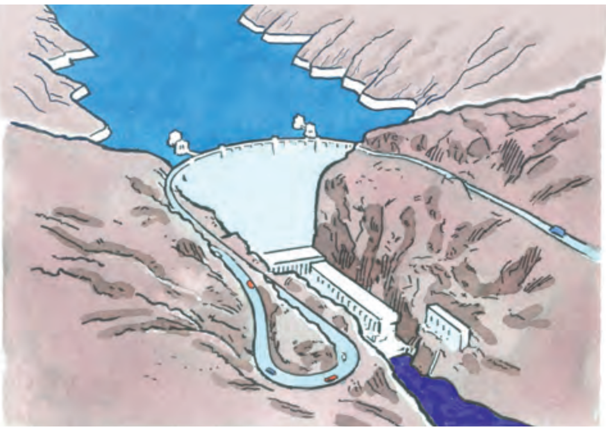
1 Suggest big projects that you think would be good for Kurdistan or Iraq.

	think		*should*	*build*	
I	*feel*	*we*	*could*		*a …*
	believe		*ought to*	*construct*	

Choose from these ideas.

airport (Where?)
bridge (Where? Road, railway or both?)
canal (From … to … ?)
dam and reservoir (Where?)
pipeline (Oil or water? From … to … ?)
railway (From … to … ?)
road (From … to … ?)
tunnel (From … to … ? Road, railway or both?)

D LISTEN AND READ



Like many other Americans, the Brant family are touring their country by camper van.

Dad We're about to cross the Hoover Dam. If you look right, you'll see Lake Mead. Look left, and you'll see the Colorado River far below.

Tara Scary! Dad, please drive in the middle, or we'll fall off the edge!

Dad Don't worry. That won't happen, I promise.

Tara I'll have to close my eyes!

Jack That's silly, Tara! Listen, how big is the dam?

Mum I'll check the guidebook for you … It's 379 metres long and it has a height of 221 metres.

Jack Wow! And why did they build it?

Mum It's a huge hydroelectric power station.

Dad It's also very dry here, so farmers needed to irrigate their crops. That meant a big reservoir – Lake Mead. The water comes from the mountains.

Jack What's that white line around the lake?

Dad That's the high water mark. Salts in the water made it when the reservoir was full.

Tara The water's very low now. Why?

Dad The mountains are getting less snow, so the lake is getting less water. And people are taking too much out.

Jack What'll happen if they don't stop?

Dad Unless they do, farming will collapse – and there'll be no more hydroelectric power.

Write questions for the answers below. Replace the underlined words with the correct nouns.

1 They're travelling by camper van.
2 He promises her that they won't fall off the edge.
3 It produces a lot of hydroelectric power, and it also creates a large reservoir.
4 They needed it for water to irrigate their crops.
5 Salts in the water made it when the lake was higher.
6 If they don't stop doing that, farming will collapse and so will hydroelectric power production

E GRAMMAR p38

1 Look.

Forms of conditional statements

You know the form of the first conditional.

If *you* ***look*** *right, you* ***will see*** *Lake Mead.*

We can also express conditional ideas like this:

Look *left,* ***and*** *you* ***will see*** *the River.*

Drive *in the middle,* ***or*** *we* ***will fall****!*

Unless *things* ***change****, farming* ***will collapse****.*

2 After their trip, the Brant family advise their friends. Finish the following advice for them.

1 Travel by camper van, and you'll be able to …
2 Get a good map and always check it, or you'll …
3 Unless you plan the trip carefully, you'll …

F SPEAK

Discuss a possible connection between the Lake Mead situation and the topic of Unit 3 – climate change.

5
LESSONS
3&4

DANGER – HUMANS AT WORK!

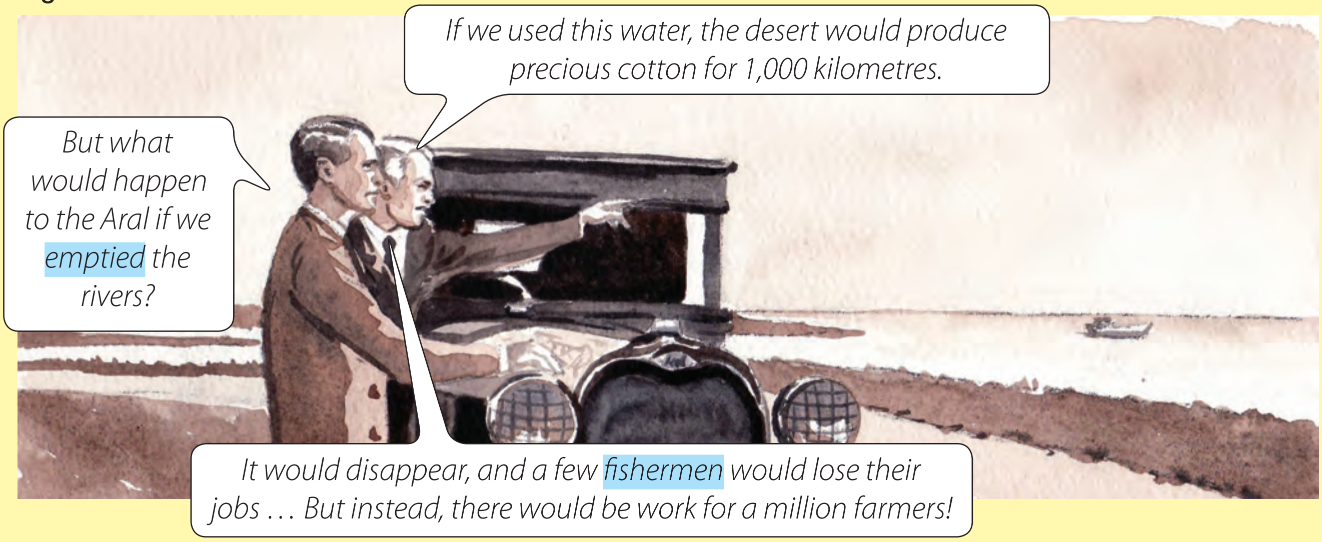
If they had thought, they would have …

second conditional • third conditional

A READ

1920: The dream

Two rivers, the Amu and the Syr, used to bring water across the desert to the Aral Sea, which was then the fourth-largest lake in the world. However, the new Soviet Union had big new ideas.



Today: The reality

By 1970, irrigation canals were taking nearly all the river water, and the Aral was shrinking rapidly. Then it broke into two seas – the Large Aral and the Little Aral. By 2000, fishing ports were nearly 100 kilometres from the water, and the fish had gone. Old fishing boats lay on the dry, dusty, salty seabed, which was also polluted with chemicals. And polluted dust on the wind was killing people and damaging the crops. The dream had become a disaster.



Many came and tried to help, but nothing ever happened. One local leader recently looked back and said, 'If every expert had brought a bucket of water, we would have filled the Aral Sea again!'

Finally, in 2005, money from the World Bank produced a solution – at least for the Little Aral. Engineers first repaired the badly built canals which had always lost 75% of the water they carried. Then they constructed a 13-kilometre dam across the south of the lake.

As a result, farmers still got enough water, but the Little Aral started filling. Since 2005, the average depth has increased from 30 to 40 metres. The fish have started to return. So has the fishing industry.



A lot of money has saved a small part of the Aral Sea. But if those planners had thought more carefully, perhaps they would have killed the project. If they had, this environmental disaster would never have happened!

1 Do the tasks.

1 Look at the picture of the two men. Explain the situation. Say what the older man wanted to do.

2 Look at the map and the photo. Explain the situation that they show.

3 Thinking of the Aral Sea, explain this unit's title.

2 Read to find the correct meaning.

1 line 7: **Many** came and tried to help, …

2 line 21: **So has** the fishing industry.

3 Explain in your own words.

1 line 2: Then it **broke** into two seas – the Large Aral and the Little Aral.

2 line 8: One local leader recently **looked back** …

3 line 24: … they would have **killed** the project.

B GRAMMAR p38

1 Look.

Second conditionals *If* + past simple, *would* + infinitive (without *to*)

If *we* ***used*** *this water, the desert* ***would produce*** *cotton.*

What ***would happen*** *to the Aral* ***if*** *we* ***emptied*** *the rivers?*

2 Create another example from the question and the answer in the planners' conversation.

C SPEAK

1 Work with a partner and do these tasks.

1 Decide which two places you would most like to visit if you could tour America like the Brants.

2 Say why.

2 Report your ideas to the class.

A If we could tour America, we'd love to visit …

B We'd really like to do that because …

Activity Book Unit 5 page 32 Activity 2

D READ AND SPEAK

Answer the questions.

1 How many years passed between the dream and the reality of farms across the desert?

2 By this time, what else was happening as the planners had expected?

3 By the year 2000, what was happening that the planners had not expected?

4 How were engineers able to increase the amount of water people could use by 400%?

5 How did they stop the extra water passing from the Little to the Large Aral?

6 Why was the 2005 project much less than a complete solution to the disaster?

E GRAMMAR p38

1 Look.

Third conditionals *If* + past perfect, *would have* + past participle

If *they* ***had thought****, they* ***would have stopped****.*

What ***would have happened if*** *the World Bank* ***had not helped****?*

2 Find two more examples in the text.

3 Create another example from the final two sentences in the last paragraph.

Activity Book Unit 5 page 33 Activity 4

F SPEAK AND WRITE

1 Work with a partner and do these tasks.

1 Imagine travelling back in time to 1920. Argue against the planners' ideas, e.g.:

We need the fish! / Think of the environment!

2 Write what you would have said. Start like this.

If I had met those planners, I would have said, '…'

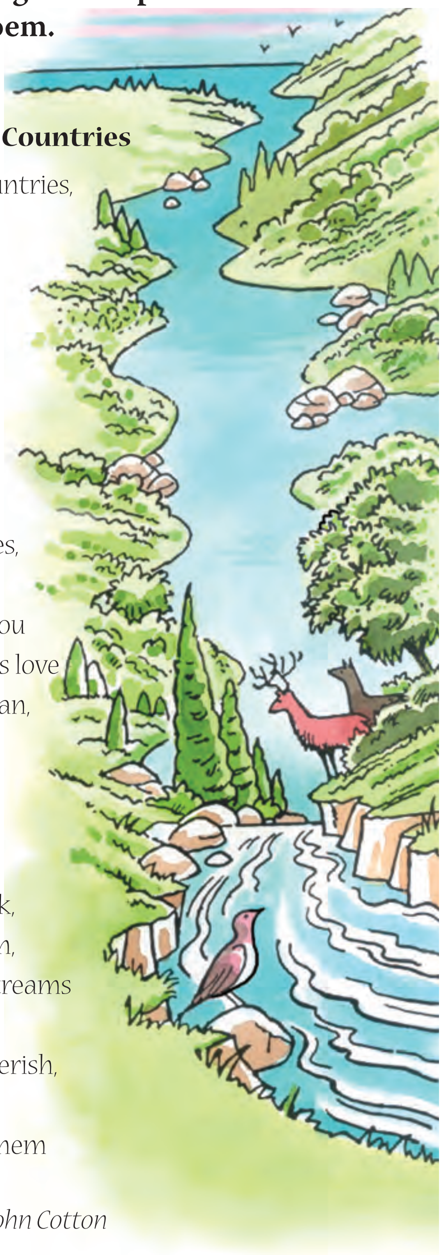
2 Read out what you have written.

DANGER – HUMANS AT WORK!

Considering possible actions

A LISTEN AND UNDERSTAND

1 Look at the things in the picture. Then listen for them in the poem.



The World with its Countries

The world with its countries,
Mountains and seas,
People and creatures,
Flowers and trees,
The fish in the waters,
The birds in the air
Are calling to ask us
All to take care.

These are our treasures,
A gift from above,
We should say thank you
With a care that shows love
For the blue of the ocean,
The clearness of air,
The wonder of forests
And the valleys so fair.

The song of the skylark,
The warmth of the sun,
The rushing of clear streams
And new life begun
Are gifts we should cherish,
So join in the call
To strive to preserve them
For the future of all.

John Cotton

2 Listen again and choose the best way to complete the statement.

The thing that the writer is really talking about is this:

a studying the geography of different countries.

b looking at and enjoying all the beautiful things in nature.

c loving and looking after the natural environment.

3 Match the summaries below to verses 1–3. Listen again and number the correct summaries 1–3. Say what words help you.

- We need to love and value all the wonderful things that we are given, and we should work together to look after them and save them.
- All the wonderful things in the world want us to be careful with them and to look after them.
- We need to be thankful for all the wonderful, natural things that we are given, and we should want to look after them with love.

4 Listen to your teacher's explanations.

5 Get meanings from words that you already know.

Context	Word	Related words
Line 8	care	careful
Line 14	clearness	clear
Line 15	wonder	wonderful
Line 18	warmth	warm
Line 22	join in	join

6 Get meanings from your dictionary.

a Look at *fair* (line 16). You already know one meaning of this word. Find that meaning in the dictionary entry below.

b The meaning you already know does not fit the context here. Think of more possible meanings:
And the valleys so (nice? green? big? ... ?)

c Find the only possible meaning out of 1–5 in the dictionary entry.

> **fair** adj. **1** equal and right to everyone *It's not fair to give her more than the others.* **2** quite a large quantity *We stayed a fair time with Grandma and we talked a lot.* **3** yellow hair or white skin *My hair is black, but my sister has fair hair.* **4** not bad, but not very good *Tom's work was fair, but it wasn't as good as I had hoped.* **5** beautiful (sometimes used in poetry) *Earth has not anything to show more fair …*

7 Listen again. Then read the poem aloud.

B WRITE

1 Start two paragraphs.

The Three Gorges project is now complete, but think:

What if the Three Gorges project had not gone ahead?

1 Work with a partner. Turn the following into third conditional statements.

- *If China (stop) the project, it (escape) several big problems.*
- *However, if the country (not go ahead) with the project, the country (miss) several very important benefits.*

2 Write the two statements in your Activity Book. Write them as the topic sentences at the start of two paragraphs.

Activity Book **Unit 5 page 34 Activity 2A**

2 Continue the two paragraphs.

1 Work with a partner. Read and act out the planners' conversation before the project was agreed.

Planner 1 Think of all the homes the Three Gorges project would destroy. If we stopped it, we would save the homes of 1.27 million people.

Planner 2 Yes, but if we didn't go ahead, the floods that often destroy whole towns would continue.

Planner 1 Well, that's true. But what about the huge area of the reservoir? If we stopped the project, we would keep all that fertile land for farming.

Planner 2 Yes, that's a good point.

Planner 1 And another thing. Without the reservoir, we would also still have China's many ancient remains in that area.

Planner 2 But if we didn't build the dam, we would not be able to create 'clean' hydroelectric power for China's future.

Planner 1 Yes, that's true, of course. And if we didn't build the dam, we would have to construct lots more power stations that burn 'dirty' fossil fuels instead.

2 Look at the arguments in red. Say which is for the project and which is against it.

3 Find two more arguments for and two more against.

4 Add all six to the paragraphs in your Activity Book.

Activity Book **Unit 5 page 34 Activity 2B**

3 Write another paragraph – a short conclusion.

Choose the words in brackets that say what you think.

In my opinion, the … (benefits / problems) were greater than the … (benefits / problems). As a result, I believe that the planners were … (right / wrong) to go ahead with the Three Gorges project.

Activity Book **Unit 5 page 35 Activity 2C**

C UNIT TASK

Everyone sometimes thinks about things that happened in the past and how they changed their lives.

1 Work with a partner. Discuss Ari and Vana.



Think of more things that would / would not have happened if Vana and Ari had not moved to Britain.

2 Talk about yourselves in the same way.

Describe an event that changed your life in the past. Describe things that would / would not have happened without that event.

3 Write your partner's story.

Activity Book **Unit 5 page 35 Activity 3**

Language Focus

1 GRAMMAR ڕێزمان

Lesson 1: Stating dimensions

***be* + dimension + adj; *have* + n + *of* + dimension**

*The Canal **is 80 kilometres long.***

*The Canal **has a length of 80 kilometres.***

*The river **is 600 metres wide.***

*The river **has a width of 600 metres.***

*The mountain **is over 4,000 metres high.***

*The mountain **has a height of over 4,000 metres.***

- **شێوەی (ناو) ڕەسمی ترە تا شێوەی (ئاوەڵناو).**
- **هەروەها شێوەی ناو بەکاردەهێنین بۆ هەندێك بڕ و پێوانەی دیکە، بۆ نمونە:**

*The lake **has an area of 2,345 square kilometres** (km²).*

*The car **has a top speed of 195 kilometres per hour** (kph).*

Lesson 2: *will* and conditional forms

will

زۆربەی جار *will* بەکاردەهێنین بۆ دەربڕینی ئەمانەی خوارەوە:

پێشبینی کردن:

*Please drive in the middle, or we'**ll fall off** the edge!*

*Take a sweater, **or** you'll get cold.*

بەڵێندان و هەڕەشەکردن:

*That **won't happen**, I promise.*

*I'**ll be there** at 12.00. Don't worry!*

*You'**ll be** sorry, you said that!*

بڕیاردان لە کاتی قسەکردندا:

*I'**ll have to close** my eyes!*

*I'**ll turn on** the lights. It's getting dark.*

پێشکەشکردن:

***I'll check** the guidebook for you.*

*You must be hungry. I'**ll get** you something to eat.*

Forms of conditional statements

ئێستا تۆ شێوەی مەرجی یەکەم دەزانیت.

***If** you **look** right, you **will see** Lake Mead.*

هەروەها دەتوانین ئایدیاکانی مەرجی بەم شێوەیەی خوارەوە دەربڕین:

***Look** left, **and** you **will see** the river.*

= **If** you **look** left, you **will see** the river.

***Drive** in the middle, **or** we **will fall**!*

= **If** you **do not drive** in the middle, we **will fall**.

***Unless** they **stop**, farming **will collapse**.*

= **If** they **do not stop**, farming **will collapse**.

Lesson 3: Second conditionals

***If* + past simple, *would* + infinitive (without *to*)**

***If** we **used** this water, the desert **would produce** cotton.* (with a comma)

*The desert **would produce** cotton **if** we **used** this water.* (without a comma)

- **شێوەی *would* لە *will* وەرگیراوە.**
  هەروەها *could* لە *can* و *might* لە *may* وەرگیراون.

If we had water, we could grow crops.

- **شێوەی مەرجی دووەم بەکاردەهێنین بۆ داهاتوویەك کە لەوانەنیە ڕوونەدات، بۆ نمونە: the planners' dream.**

If I became rich in the future, I would buy my parents a new home.

- **شێوەی مەرجی دووەم بەکاردەهێنین بۆ دەربڕینی حاڵەتێکی ئێستا کە مەحاڵە ڕوونەدات، بۆ نمونە:**

If I could fly, I would never walk.

(But I can't fly, so I have to walk.)

Lesson 4: Third conditionals

***If* + past perfect, *would have* + past participle**

***If** they **had thought**, they **would have stopped**.*

= They did not think, and they did not stop.

***If** the World Bank **had not helped**, the Little Aral **would not have survived**.*

= The World Bank helped, and the Little Aral survived.

If the planners had left the Aral Sea alone, the fishing industry would have survived.

= They did not leave it alone, and the fishing industry did not survive.

- **شێوەی مەرجی سێیەم بەکاردەهێنین بۆ دەربڕینی ڕابردوویەك کە ڕووی نەداوە.**
- **شێوەی مەرجی دووەم بەکاردەهێنین بۆ شتێکی ناڕاستەقینە(unreal) لە ئێستا یاخود لە داهاتوودا.**
  شێوەی مەرجی سێیەم بەکاردەهێنین بۆ شتێکی ناڕاستەقینە لە ڕابردوودا.

2 VOCABULARY وشەکان

about to /ə'baʊt tʊ/ نزیکە، خەریکە
against (= not in favour) /ə'geɪnst/ دژ (= لەگەڵ نەبوون)
at least /ət 'li:st/ بەلای کەمەوە
badly built /bædli 'bɪlt/ خراپ دروستکراو
benefit /ˌbenafɪt/ سوود
bucket /'bʌkɪt/ سەتڵ
camper van /'kæmpə ˌvæn/ ئۆتۆمبیلی هەوارگە
canal /kə'næl/ نۆکەند
construct /ken'strʌkt/ دروستکردن، بنیات نان
dam /dæm/ بەنداو
depth /depθ/ قوڵی
dream (big hope) *n* /dri:m/ خەون (= ئاواتی گەورە)
dust /dʌst/ تۆز
dusty /dʌsti/ تۆزاوی
edge /edʒ/ لێوار، قەراغ
empty *v/adj* /'empti/ بەتاڵکردن، بەتاڵ
environmental /ɪnˌvaɪrən'mentl/ ژینگەیی
fisherman /'fɪʃəmən/ ماسی گر
fishing (~ boat, ~ industry, ~ port) /fɪʃɪŋ (bəʊt, 'ɪndəstri, pɔ:t/ راوەماسی (بەلەمی~ ، ...)
flood /flʌd/ لافاو
for (= in favour) /fɔ:/ بۆ (= لەگەڵ بوون)
guidebook /'gaɪdbʊk/ پەڕتووکی ڕێبەر
hydroelectric (~ power station) /ˌhaɪdrəʊɪ'lekrɪk (paʊwər steɪʃn/ کارەبای ئاوی (وێستگەی ~)
in my opinion /ɪn maɪ ə'pɪnj(ə)n/ بە بۆچوونی من
irrigate /'ɪrgeɪt/ ئاودان
irrigation /ɪr'geɪʃ(ə)n/ ئاودێری
lock /lɒk/ قەتیسکردن، داخستن
oil terminal /'ɒɪl ˌtɜ:mɪn(ə)l/ وێستگەی نەوت
oil tanker /'ɒɪl ˌtæŋkə/ کەشتی نەوت
pipeline /'paɪplaɪn/ هێڵی بۆری (نەوت ، غاز...)
planner /'paænə/ پلان دانەر
polluted /pə'lu:tɪd/ *adj* پیس بوو
reality /ri'æləti/ راستی، واقیع
repair /rɪ'peə/ چاکردنەوە
reservoir /'rezəˌvwɑ:/ عەماراو، ئەستێل
salt /sɒlt/ خوێ
salty /'sɒlti/ سوێر
scary /'skeəri/ وریابە
seabed /si:bed/ بنی دەریا
shrink /ʃrɪŋk/ کەمبوونەوە
tunnel /'ʌn(ə)l/ تونێل
turbine /'tɜ:baɪn/ تۆڕبین
unless /ən'les/ *conj* مەگەر
width /wɪdθ/ فراوانی

3 TO HELP YOU STUDY

When you read a traditional poem in English, you usually find sounds that rhyme هاوقافیە **at the end of some or all of the lines. It is very important to hear the rhymes: they are part of the 'music' of the poem.**

1 In the second verse (group of lines) from *The World with its Countries* you see that the final syllables of lines 2 and 4 rhyme: *above* /ə'bʌv/ and *love* /lʌv/ .

These are our treasures,
A gift from above,
We should say thank you
With a care that shows love

2 Find the other words that rhyme in verse 2. Then find the rhymes in verse 3. Finally, find the same rhyme scheme in verse 1 – plus one more line that rhymes.

3 Write all the rhyming words in order. Then add their phonetics.

WHEN SCHOOL FINISHES

I need a lot of skills.

the ~*ing* form as a noun • tag questions

A READ AND SPEAK

1 **Read the picture story. Explain what the pilot is doing.**

2 **Study the skills chart below. Say what skills the pilot is using.**

In the first picture, checking is a skill he's using. Another skill is ... .







SKILLS that relate to THINGS	**The body & mind** coordination speed strength	**Materials, e.g. cloth & metal** building cutting painting	**Objects, e.g. food & tools** cleaning preparing using	**Equipment & vehicles** maintaining repairing setting up	**Animals & plants** growing looking after training
SKILLS that relate to INFORMATION	**Creating it** designing discovering inventing	**Collecting it** finding out interviewing searching	**Storing it** noting recording filing	**Managing it** checking comparing organizing	**Using it** decision making finding solutions planning
SKILLS for dealing with PEOPLE	**With one person** getting to know helping using the phone		**With one person or with a group** advising communicating clearly performing (e.g. singing) being part of a group/team leading a group/team teaching/training		

B GRAMMAR p46

Look.

The ~*ing* form acting like a noun

Checking *is a skill he's using.*

Another skill is decision ***making****.*

Activity Book Unit 6 page 38 Activity 2

C SPEAK

Talk about your own skills. (Think of jobs you do at home and free-time activities such as sports.)

I (play football), so I need a lot of skills.

Speed and strength are important.

Being part of a team is also very important.

D LISTEN AND READ



Rosie Day is having an interview with the high school careers adviser, Susan Lee.

Susan It's Rosie Day, isn't it? Have a seat.

Rosie Thank you.

Susan Now first, let's check some personal details. You're in Grade 11, aren't you?

Rosie That's right.

Susan And your subjects are English, French and Spanish, aren't they?

Rosie Well, I'm also doing business studies and IT.

Susan Mm … That's a useful mixture. Now, you haven't chosen a career path yet, have you?

Rosie No, I'm still not sure.

Susan No problem, but let's look at your interests and skills outside the classroom. They may help.

Rosie Perhaps.

Susan You like drama, don't you?

Rosie Yes, very much.

Susan But you didn't appear in the last school play, did you?

Rosie No, I didn't have time. You see, I help run the drama club, and I was very busy with that.

Susan So apart from acting, the drama club has given you a fantastic general skill, hasn't it?

Rosie You're right.

Susan And here's an idea. With your interest in languages and business, you could join an international company with offices in different countries. And then you could easily become a manager, couldn't you?

Rosie Oh, wow! I'd never thought of that before!

1 Do the task.

Susan says that Rosie already has an important skill. Look at the chart in A to find that skill.

2 Correct the statements that are wrong. Explain.

1 The interview is probably in Rosie's classroom.
2 From the start, Susan already knows the right career path for Rosie.
3 Rosie has never thought about her career before.
4 Susan is worried that Rosie has not decided her future yet.
5 Up to now, Rosie has not related her drama club experience to ideas about her future career.

E GRAMMAR p46

Look.

Tag questions: positive and negative forms

*You **are** in Grade 11, **aren't you**?*

*You **like** drama, **don't you**?*

*You **have not chosen** a career path yet, **have you**?*

Activity Book **Unit 6 page 39 Activity 3**

F SPEAK

1 Prepare to find out more about a partner. Write 6–8 tag questions about things you think are true.

2 Work with the partner. Take turns to ask and answer your questions.

Your older brother can drive, can't he?

You haven't lived here for very long, have you?

6
LESSONS 3&4

WHEN SCHOOL FINISHES

Joe looks things up.

Cause and effect • phrasal verbs with objects

A READ

1 Before you read, talk about jobs that might be right for you. Try to give reasons.

THE RIGHT JOB

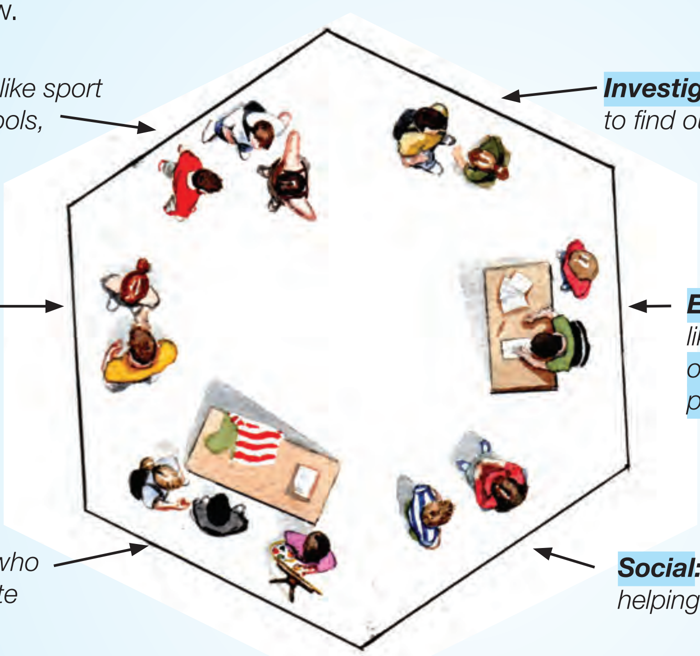
by Dr Steve North



You need to find a job you will enjoy, but the modern world of work is complicated. Old jobs disappear every day, but even more new ones appear – often because of new technology. There are therefore more job opportunities than ever, but finding the right one is getting harder. So you need the right tools to help you search.

The journey starts inside you. Ask, 'What interests me? What sort of people would I like to work with?' And use the 'Holland Code', a tool that helps answer these questions.

Imagine yourself in a room with these groups of people. Read about some of the group members below.



Realistic (R): Jack plays football for his school team. Sara loves watching birds. David repairs cars.

Investigative (I): Lisa does science experiments at home for fun. Joe spends hours looking things up on the internet.

Enterprising (E): Rob makes clocks and sells them on the internet. Kerry has formed a group that tidies up the park.

Social (S): Carrie gives up her free time to help disabled children. Tina helps train her school's junior basketball team.

Artistic (A): Tara designs and makes her own clothes. Emma has set up a new school website. Josh loves drawing.

Conventional (C): Before tests, Lyn always writes out lists of things to revise. As Bill worries about the club's budget, he always works it out carefully.

Which group would you join? Write down the code letter – R for Realistic, for example. Now imagine that this first group leave. Which would you join next? Note your second code letter. Do the same again for your third letter.

You have just created your 'Holland Code'. It tells you about yourself, and it also suggests jobs you might enjoy. If you wrote SRC, for example, you might enjoy being a nurse.

Try it. Go online to *www.cacareerzone.org since this shows thousands of jobs, all with Holland Codes. Perhaps 'the right job' is waiting for you there!

* www.cacareerzone.org: the website of the California CareerZone Resource Network.

2 Answer the questions.

1 What is getting better for people who want a job?
2 Why is finding the right job getting harder?
3 What do Kerry and Carrie have in common?
4 What do Joe, Rob and Emma have in common?
5 What do Jack, Tina and Bill have in common?
6 What does a Holland Code consist of?
7 How do you decide the right code for you?
8 What is especially useful about the cacareerzone website?

3 Explain in your own words.

1 line 5: The **journey** starts **inside you**.
2 line 6: … the 'Holland Code', **a tool** that helps …
3 line 37: Perhaps **'the right job'** is waiting …

B GRAMMAR p46

1 Look.

Expressing cause and effect

Cause

New jobs appear ***because of*** *new technology.*

As *Bill worries, he works the budget out carefully.*

Go to cacareerzone ***since*** *this shows thousands of jobs.*

Effect

There are ***therefore*** *more opportunities than ever.*

Finding one is harder. ***So*** *you need the right tools.*

2 Change the above connectors to these:

as a result (of) because (of)
due to since so therefore

3 Write pairs of sentences.

It's cold, so I need a coat. / I need a coat because of the cold.

C SPEAK

1 Say why the code SRC suggests a career as a nurse.
2 Suggest a probable code for the pilot in Lesson 1.

D READ AND SPEAK

1 Match sentence halves 1–5 and a–e to form a summary of the ideas in the text. Read it out.

1 Today's world of work is complicated, and …
2 You therefore need the right tools to …
3 The 'Holland Code' is a useful tool that …
4 It divides all people into just six groups, and …
5 The code that you create is also very helpful as …

a shows the sort of work environment you need.
b it can help you find the right job.
c the search for the right job is getting harder.
d help you find it.
e you decide which three you prefer to be with.

2 Do the tasks.

1 Work out and write down your Holland Code. Prepare to explain it, ready for a later lesson.
2 Try to go online to find jobs you might enjoy.

E GRAMMAR p46

1 Look.

Phrasal verbs with objects

1 *Emma has* ***set up*** *+* ***a website****.*
2 *Joe* ***looks*** *+* ***things*** *+* ***up*** *on the internet.*
3 *Bill* ***works*** *+* ***it*** *+* ***out*** *carefully.*

A noun object can go after a phrasal verb (1), or in the middle (2). A pronoun object must go in the middle (3).

2 Find more examples. Try changing forms.

3 Play the 'Please' game.

Use these phrasal verbs: pick up, put down (a book), turn on, turn off (the lights/the CD player), take out, put away (your pen)

Leader Pick up your books! (No one moves.)
Pick your books up! (No one moves.)
Pick them up, please! (Everyone does so.)

F SPEAK

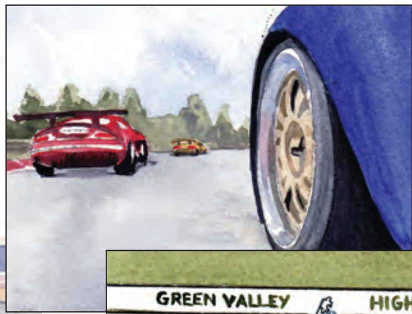
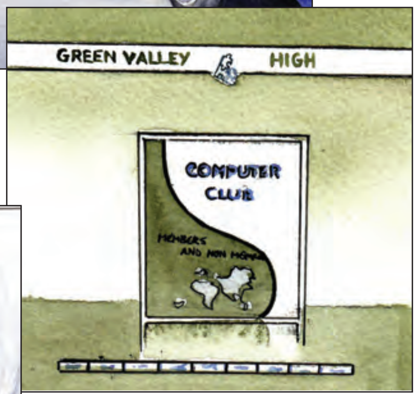
The text says that old jobs disappear while even more new ones appear. Discuss examples of these changes in Kurdistan.

6
LESSONS 5&6

WHEN SCHOOL FINISHES
Interviewing and writing a report

A LISTEN AND SPEAK

1 Describe the pictures. Suggest how they may relate to each other.



2 Dara Jaf is seeing the careers adviser. Listen to Parts 1–4. Explain the pictures.

3 Listen to Parts 2–4, one by one. Complete each section of notes in your Activity Book.

Activity Book **Unit 6 page 42 Activity 1**

B PRONUNCIATION

1 Listen. Do the tags go up (↑) or down (↓)?

1 You've done your Holland Test, haven't you?
2 I expect you found it interesting, didn't you?
3 It can't really help me decide my future, can it?
4 You like to be with people who are realistic, don't you?

2 Remember.

When we are sure and just want someone to agree, the tag falls. (↓)

When we are not sure and want someone to confirm, the tag rises. (↑)

3 Listen again and repeat the tag questions.

C SPEAK

Read and act out.

Susan It's Dara Jaf, isn't it? Take a seat.
Dara Thank you.
Susan You've created your Holland Code, haven't you?
Dara Yes, I have.
Susan I expect you found it interesting, didn't you?
Dara Yes, it was interesting. But it can't really help me decide my future, can it?
Susan Well, yes, it can. Let's think about your code letters.
Dara I wrote R-A-E.
Susan So you like to be with people who are realistic, artistic and enterprising, don't you?
Dara That's right.

D WRITE

1 Work with a partner. Together, check your notes about Dara Jaf. Make sure that:

- **the information is correct;**
- **the spellings are correct.**

2 Use information from the notes in your Activity Book, page 42, Activity 1 to complete the report.

3 Take turns to read out sections of the completed report.

Activity Book Unit 6 page 42 Activity 2

E THINK ABOUT IT



F UNIT TASK

1 Look at your own Holland Code again.

- You have now listened to Dara and Susan. Think: has this changed your ideas about yourself?
- Make any changes you want to your Holland Code.
- Make notes to explain each letter in your Code. (Think of Dara's explanations to Susan Lee.)
- Think about useful skills that you have developed. (The lists on page 40 may help you.)

2 Work with a partner and do a role play.

- Take turns as Susan Lee and interview each other.
- As Susan, first ask questions or tag questions to complete Section 1 of the notes in your Activity Book.

  Do you spell your family name with (an s) or (a z)?

  You're (17), aren't you?
- Still as Susan, ask questions about the Code and start making notes in Section 2.

  Tell me, why did you write (code letter) (first)?

  And what made you write (code letter)?

  And finally, you wrote (code letter), didn't you? Why was that?
- Still as Susan, suggest and discuss useful skills that your partner has developed.

  Skills that relate to … include …

  … needs skills such as …
- Finally, still as Susan, make suggestions for future career paths.

  I think it shows clearly that you (should / could / ought to) work in the … industry / field of ….

You can use these ideas:

building / construction / farming / hotel and restaurant / oil / retail / travel and tourism industry / field of business / engineering / medicine / science / teaching / public service

3 Complete your notes for Sections 2–3.

4 Check all your notes with your partner to make sure that they are correct.

5 Use your notes to write Susan Lee's report about your partner – similar to her report about Dara Jaf.

Activity Book Unit 6 page 43 Activity 3

Language Focus

1 GRAMMAR ڕێزمان

Lesson 1: The ~*ing* form acting like a noun

*In the first picture, **checking** is one of the skills he's using.*

*Another skill he's using is decision **making**.*

هەمیشە شێوەی ~ing ی کارەکان بەکاردێت وەك فرمان:

*The pilot **is checking** the controls.*

*The plane **was flying** normally, but then something went wrong.*

هەروەها دەتوانین شێوەی ~ing لە پاش هەندێك کاری دیکەش بەکاربهێنین ، (بڕوانە Unit 3):

*The plane has started **losing** height.*

*The pilot began **calling** for help on the radio.*

هەروەها دەتوانین شێوەی ~ing وەك ناو بەکاربهێنین:

***Speed** is important.*

***Checking** is important.*

*A pilot needs good hand-and-eye **coordination**.*

*A pilot needs years of **training** before he or she can do the job.*

Lesson 2: Tag questions: positive and negative forms

1 *You **are** in Grade 11, **aren't you**?*

2 *You **like** drama, **don't you**?*

3 *You **have not chosen** a career path yet, **have you**?*

- کلکە پرسیار دەمی کار هەڵدەگرێت کە لە پێشیەوە دێت، هەمیشە شێوەی پێچەوانە وەردەگرێت.ئەگەر کارەکە ئەرێ بوو ئەوا کلکە پرسیارەکە دەبێت بە نەرێ (1&2)،وە ئەگەر کارەکە نەرێ بوو ئەوا کلکە پرسیارەکە دەبێت بە ئەرێ (3).

- هەروەها بڕوانە (PRONUNCIATION لە وانەی 5 دا) . کلکە پرسیار نزم یاخود بەرز دەوترێت،ئەمانە جیاوازیەکە نیشان دەدەن.کاتێك ئێمە دڵنیاین و تەنها دەمانەوێت کەسێك رازی بێت لەگەڵماندا ئەوا کلکە پرسیارەکە نزم دەڵێین (↓)، بەڵام کاتێك دڵنیانین و دەمانەوێت کەسێك شتەکە بسەلمێنێت ئەوا کلکە پرسیارەکە بەرز دەڵێین (↑).

More examples:

Tony wants to be a pilot, doesn't he?

Rondik doesn't like maths, does she?

Chinar can drive, can't she?

Sirwan can't speak Spanish, can he?

Lesson 3: Expressing cause and effect

هۆ *(since , as , because of, because)*

*New jobs appear – often **because of** new technology.*

***As** Bill worries, he works the budget out carefully.*

*Go to cacareerzone **since** this shows thousands of jobs.*

because **لە شارستەدا لەگەڵ کاردا بەکاردەهێنین و** *because of* **لەگەڵ ناو یان دەستەواژەی ناوی بەکاردەهێنین. بەراوردبکە:**

*Jobs appear **because new technology has arrived**.*

*Jobs appear **because of new technology**.*

ئەنجام *(therefore, as a result , and so, so)*

*There are **therefore** more opportunities than ever.*

*Finding one is harder. **So** you need the right tools.*

- شێوەکانی so ، so and شێوەی نارەسمین ، بەلام شێوەکانی (therefore ، as a result) زیاتر رەسمین و لە نووسینی رەسمیدا بەکاردێن. هەمیشە لە سەرەتای رستەدا و لەگەڵیاندا کۆما (,) بەکاردەهێنین:

As a result, …   Therefore, …

*Kerry and her group worked in the park all day yesterday. **As a result**, it looks really good now.*

*The world of work is complicated, and the right job is hard to find. **Therefore**, it is very important to use the right tools to help you search.*

Lesson 4: phrasal verbs with objects

1 *Emma has **set up** + a website.*

2 *Joe **looks** + things + **up** on the internet.*

3 *Bill **works** + it + **out** carefully.*

- بەرکاری ناوی دەکەوێتە پاش دەستەواژەی کاری (1) یاخود ناوەڕاستی دەستەواژەی کاری (2)،(بەلام هەمیشە دەکەوێتە پاش دەستەواژەی کاری (1).

- بەرکاری جێناوی تەنها لە یەك شوێنی دەستەواژەی کاری بەکاردێت ئەویش لە ناوەڕاستدا (3).

More examples:

*Kerry and her group **tidied up the park**.*

*They **tidied the park up**.*

*They **tidied it up**.*

*Lyn always **writes out lists** of things to revise.*

*She always **writes lists out**.*

*She always **writes them out**.*

2 VOCABULARY وشەکان

adviser /ədˈvaɪzə/ راوێژکار
apart from /əˈpɑːt frɒm/ بێجگە لە
artistic /ɑːtɪstɪk/ هونەری
budget /ˈbʌdʒɪt/ *n* بودجە
business (~ studies) /bɪznɪs (stʌdiːz)/ بازرگانی (توێژینەوەی ~)
career /kəˈrɪə/ پیشە، کار
careers adviser /kəˈrɪəz ədvaɪzə/ راوێژکاری پیشە، کار
code /kaʊd/ رێسا
compare /kəmˈpeə/ بەراورد کردن
complicated /ˈkɒmplɪkeɪtɪd/ ئاڵۆز
conventional /kənˈvenʃn(ə)l/ ئاسایی
coordination /kəʊɔːdɪneɪʃn/ هەماهەنگی
deal with /ˈdiːl wɪð/ مامەڵە لەگەڵ کردن
decision (~ making) /dɪsɪʒn ˌmeɪkɪŋ/ بڕیار(بڕیاردان)
detail /ˈdiːteɪl/ *n* وردەکاری
disabled /dɪˈseɪbld/ بێ توانا
drama /ˈdrɑːmə/ شانۆگەری
due to /djuː tʊ/ *conj* بەهۆی
engineering /ˌendʒɪˈnɪərɪŋ/ ئەندازیاری
enterprising /ˈentəˌpraɪzŋ/ بوێر، دەستپێشخەر
field (= area) /fiːld (erɪə)/ بوار، کایە
general /ˈdʒen(ə)rəl/ گشتی
Grandad /ˈgrændæd/ باپیرە، بابە گەورە
have / take a seat /hæv / teɪk ə siːt/ دانیشە، شوێنێك بگرە
investigative /ɪnˈvestɪget/ لێکۆڵەری، پرسیاری
IT (information technology) /aɪ tiː (ɪnfɔːmeɪʃn teknɒlədʒi/ تەکنەلۆژیای زانیاری
look up /lʊk ʌp/ گەڕان بەدوای
maintain /ˌmeɪnˈteɪn/ پاراستن
mixture /ˈmɪksdʒə/ تێکەڵە
object /əbˈdʒekt/ شت

online /ɒnlaɪn/ هێڵی ئینتەرنێت
opportunity /ˌɒpəˈtjuːnəti/ هەل
organization /ˈɔːgənaɪˈzeɪʃn/ رێکخراو
path (= route of personal development) /pæθ/ رێباز، پسپۆڕی
perform /pəˈfɔːm/ ئەنجامدان
persuade /pəˈsweɪd/ قایل کردن
personal (details) /ˈpɜːsnəl (diːteɪlz)/ *phr* زانیاری کەسی
pilot /ˈpaɪlət/ فڕۆکەوان
plant /plænt/ رووەك رواندن
public service /ˌpʌblɪk ˈsɜːvɪsz/ خزمەتگوزای گشتی
put away /pʊt əˈweɪ/ لابردن، خستنەلاوە
put down /pʊt ˈdaʊn/ دانان
realistic /rɪəˈlɪstɪk/ راستەقینەخواز
related /rɪˈleɪtɪd/ پەیوەندیدار
relate to /rɪˈleɪt tʊ/ پەیوەندی هەیە بە
retail /ˈrːteɪl/ *n* تاکفرۆشی، وردەفرۆشی
set up /ˌset ʌp/ دامەزراندن
skill /skɪl/ شارەزایی، کارامەیی
social /saʊʃ(ə)l/ کۆمەڵایەتی
software /ˈsɒftweə/ پرۆگرامی کۆمپیوتەر
strength /streŋθ/ هێز، بەرگری
take / have a seat /teɪk / hæv ə siːt/ شوێنێك بگرە، دانیشە
teach/teaching /tiːtʃ / ˈtiːtʃɪŋ/ *v/~n ing form* فێرکردن، وانە وتنەوە
therefore /ˈðeəfɔː/ *conj* لەبەرئەوە
tool /tuːl/ ئامێر
turn off /ˌtɜːn ˈɒf/ کوژاندنەوە
turn on /ˌtɜːn ˈɒn/ داگیرساندن
useful /juːsfəl/ بەسوود
write down /ˌraɪt ˈdaʊn/ بنوسە
write out /ˌraɪt ˈaʊt/ تۆمارکردن، تۆمار ئەکات

3 TO HELP YOU STUDY

Try collecting words and phrases in groups of lists that relate to the same topic in different ways. (See the lists in Lesson 1A, page 40, for example.)

Look at the lists of skills that relate to information again: see below. Decide which lists these further 'information skills' belong to.

correcting drawing filming giving street directions imagining listing looking up putting in order report writing studying

SKILLS that relate to INFORMATION	Creating it	Collecting it	Storing it	Managing it	Using it
	designing	finding out	noting	checking	decision making
	discovering	interviewing	recording	comparing	finding solutions
	inventing	searching	filing	organizing	planning

7 LESSONS 1&2

THE PICTURE BEHIND THE PICTURE

It's used for sports shows.

active and passive • *by* + agent

A LISTEN AND DO

1 Match programme types 1–12 with the TV programmes.

1 cartoon show	2 cookery programme	3 discussion programme	4 documentary (series)
5 film / movie	6 game show	7 music show	8 soap (opera)
9 sports programme	10 the news	11 travel show	12 TV drama

	Channel 1	Channel 2	Channel 3
6.00	**The World Today** (brings you the latest from everywhere)	**Kids' Special** (loved by children, young and old)	**Family Friends** (follows the lives of Bill, Bella and their friends)
6.30	**Questions and Answers** (lets the audience ask the experts)	**Meals in Minutes** (designed for people who need good food fast)	**Who's Going To Win a Million?** (watched by millions every week)
7.00	**Our Changing Climate** (looks at the reasons for global warming)	**Let's Go!** (filmed in dream resorts all over the world)	**Sounds Great!** (produced live in the studios)
7.30	"	**Journey to the Final Star** (set in space in the year 2121)	**Match of the Day** (brings you the day's biggest matches)
8.00	**Play of the Week: The Happiest Wedding** (based on a true story)	"	"
8.30	"	"	"

2 Listen. List the programmes Maddy and Harry decide to watch.

6.00 …

B GRAMMAR p54

1 Look.

Active and passive

Active: ~~Channel 2~~ **films** *Let's Go!* all over the world.

Passive: *Let's Go!* **is filmed** all over the world.

2 Work with a partner. Ask and answer questions from the TV timetable.

A Which programme brings you the latest from everywhere?

B *The World Today* does.

A Which programme is set in space in the year 2121?

B *Journey to the Final Star* is.

C SPEAK

Work with a partner. A covers the notes. B gives information. Decide what to watch.

A What's on | TV this evening? / apart from that? / after that?

B There's (*The World Today*) on Channel … at …

A Oh? What's that about?

B It's | (the news). ('It brings you the latest … ') / (a cartoon show). ('It's loved by children, … ')

A So let's watch (programme) at …

B And what about (programme) from … to … ?

Explain your favourite Kurdish programmes.

I really like (name). (It brings you …)

My favourite is (name). (It's set in …)

D LISTEN AND READ

Students Megan Stone and Farhad Ismaeel are at Channel 5 on work experience. Training manager Julie Long is showing them round.

Julie Down there, you can see Studios 1 and 2. Studio 1 is small, and it's used for programmes like sports shows with a presenter and just a few guests.

Farhad And Studio 2?

Julie That's bigger, and it's used for things like discussion programmes with studio audiences … And over here is Studio 3. Do you recognize the sets?

Megan Like that living-room there, and that shop?

Farhad I think they're the sets for *Family Friends*!

Julie Yes! Our top soap's produced right there every week.

Megan My favourite programme!

Farhad Is everything filmed in just one studio?

Julie Yes, and the filming is all controlled by the director and her team from this control room.



Megan So the director doesn't work in the studio?

Julie No, things down there are organized by the floor manager. That's him. He's talking to the cameraman.

Farhad When an episode is made, does it go out live?

Julie No, first it's edited by our production people. It's broadcast a week later.

Megan Look, the actors are coming on set. They're going to start filming!

Julie Would you like to watch?

Megan I certainly would!

1 Do these tasks before you listen and read.

1 Say where you think the people in the picture are.
2 Describe the picture.
3 Say what sort of programme they may make.

2 Listen and read. Then do these tasks.

1 Confirm or correct your answer to 1.3.
2 List all the TV jobs that are mentioned.

3 Write questions for the answers below. Replace the underlined words with the correct nouns.

1 Because <u>they</u> are on work experience.
2 <u>It</u> is used for programmes that only need a few people in the studio.
3 Shows like <u>those</u> are made in Studio 2.
4 Studio 3 is used to make <u>that</u>.
5 <u>They</u> are made every week.
6 <u>It</u>'s run by the director and her team.
7 A week after <u>it</u> is made.

E GRAMMAR p54

1 Look.

***by* + agent**

<u>Active:</u> The **director** runs the **filming**.

<u>Passive:</u> The **filming** is run by the **director**.

2 Find and read out more examples from the text:

a without *by* + agent
b with *by* + agent

F SPEAK

1 You are going to do work experience at Channel 5. Say which job you would like to learn about.

2 Say which programme on Kurdish television you would most like to help make.

7 LESSONS 3&4

THE PICTURE BEHIND THE PICTURE

CGI has been used in many ways.

passive with simple tenses • passive with modal verbs and *will*

A READ

HOW DID THEY DO THAT?

A

B

C

D


The first photograph was taken in 1826, but the first 'moving pictures' – movies – were not seen till 1891. Then, just four years later, the first special effect was created. Everyone who saw the film, *Mary Queen of Scots*, believed that the Queen's head really had been cut off!

Ever since, the film industry and 'SFX' technology have developed together. Ever more amazing things have been demanded by cinema and TV audiences. And with SFX, things can be shown that are impossible in real life. Other scenes have to be done with effects: they would be impossibly dangerous or expensive if they were real. Remember, for example, the death of the world's largest ship, the *Titanic*.

Special effects may be created in several ways. There are ones 'outside' the camera such as models and sets that are designed to collapse or explode. There are also effects 'inside' the camera. Cameras are used in clever ways to create artificial scenes. Then there is CGI (computer-generated imagery). Since the 1990s, ever more wonderful and realistic effects have been produced by the power of modern computers.

Older films used many effects that were created outside the camera. Think of King Kong as he climbs New York's tallest building and fights the planes that attack him. This all had to be done with models that were moved little by little between camera shots.

Adding one piece of film to another is an effect that is created inside the camera. Remember Superman as he flies at high speed round the world to rescue people? For these scenes he never left the studio. He was simply filmed there in an artificial stream of wind. This was then added to film that had been shot from a fast plane.

CGI has been used in many ways. There have been frightening monsters in films, for example. The monster wave in *The Perfect Storm* was also created by CGI. So, too, were thousands of strange creatures that fought each other in *The Lord of the Rings*.

Thanks to special effects, the story on the screen can be made much more exciting, strange or scary than anything in our ordinary lives. We will always love them, and we can be sure that films will always be made with effects that grow ever more amazing.

1 Do these tasks before you read.

1 Look at photos A–D. Say if you have seen the films.

2 Briefly describe the photos. Say what is happening.

3 Say what has happened and what will happen next.

2 Do these tasks while you read.

1 Match photos A–D to the correct paragraphs.

2 Note three types of special effects and films with examples of the effects.

3 Put these paragraph summary notes in order.

a An example of effects that are created inside the camera
b The three main types of special effects
c The long development of SFX together with film
d Examples of effects that are created by computer
e The earliest days of film and special effects
f Why SFX will go on and go on getting even better
g An example of effects that are created outside the camera

4 Explain in your own words.

1 line 13: … **impossibly** dangerous or expensive …
2 line 14: … **the death of** the world's largest ship, …
3 line 40: The **monster** wave …
4 line 48: … effects that **grow** ever more amazing.

B GRAMMAR p54

1 Look.

Passive forms of simple tenses

Present: *Sets* ***are designed*** *to explode.*

Past: *The first special effect* ***was created****.*

Present perfect: *CGI* ***has been used*** *in many ways.*

Past perfect: *They believed her head* ***had been cut off****.*

2 Find more examples in the text.

C SPEAK

Talk about your favourite special effects like this.

I really liked / enjoyed the special effects in (film).

I especially loved the bit / part when …

D READ AND SPEAK

Complete the statements with information from the text.

1 There was a long time – 65 years – between the first photograph, in 1826, and the first film, in 1891. However, the first special effect was created just four years after that, in …
2 Special effects can be used to show … , and they have to be used when scenes …
3 King Kong's fight with the planes is a good example of … . And when Superman … , this is a fine example of effects that are created inside the camera.
4 People love special effects because … . As a result, we can be sure that SFX in future films will become … .

D GRAMMAR p54

1 Look.

Modal passive forms

Things ***can be shown*** *that are impossible in real life.*

Other scenes ***have to be done*** *with effects.*

Films ***will*** *always* ***be made*** *with effects.*

2 Find more examples in the text.

3 Look at the dirty, untidy studio set. Say what needs to be done. Use these modal verbs.

can have to must should ought to need to



Before any filming can be done, the floor should be cleaned. And the pieces of wood …

F SPEAK

Discuss the unit title's meaning. (Think about the conversation on page 49 and the text opposite.)

7
LESSONS
5&6

THE PICTURE BEHIND THE PICTURE
Proposals and reporting processes

A LISTEN AND SPEAK

At the end of their work experience, Farhad and Megan are asked to make a short piece of *real* TV!

1 Look at the picture and do these activities.

a Say what jobs Megan and Farhad are doing.

b Describe what else is happening.

c Guess what will be discussed.



2 Listen to Part 1 and check your answer to 1c. Then answer these questions.

1 Who is Megan interviewing, and how is she connected to the Community Centre?

2 When did the Action Group make their proposal?

3 What new use did they suggest to the Council for the old shop?

4 When was the proposal accepted?

5 What did the Action Group members do then?

3 Listen to Part 2 and try to remember:

1 all the jobs that had to be done;

2 who they had to be done by.

4 Listen to Part 2 again and make notes in your Activity Book.

Activity Book Unit 7 page 50 Activity 1

B PRONUNCIATION

1 Listen for intonation in lists. Listen for rises (↗) and falls (↘).

1 That created several new rooms – a café, a kitchen, a meeting room and a children's room.

2 During February and March, we asked local shops, offices and all sorts of other people.

3 Yes, since early February, we've bought tables, chairs, kitchen things and lots of other equipment.

4 Yes, we just have to do a little more painting, a bit more cleaning and some more tidying up.

2 Listen again and repeat.

C SPEAK

Read and act out.

Anne Rice In January, the Council had to construct some walls inside the building. That created several new rooms – a café, a kitchen, a meeting room and a children's room.

Megan Stone I see. And what happened next?

Anne Rice Well, then, in February, we painted all the new rooms.

Megan Stone Have you had any help from anyone apart from the Council?

Anne Rice Yes. During February and March, we have asked local shops, offices and all sorts of other people. They've given us a lot of money.

Megan Stone Have you used the money yet?

Anne Rice Yes, since early February, we've bought tables, chairs, kitchen things and lots of other equipment.

Megan Stone So is everything nearly finished now?

Anne Rice Yes, we just have to do a little more painting, a bit more cleaning and some more tidying up. And then finally, we want to have a party to open the Centre.

Megan Stone And when will that be?

Anne Rice On Saturday, 1st May at 3.00 p.m. Please come!

Megan Stone Thank you. I certainly will! And thank you for talking to *All About Us*.

Anne Rice You're very welcome.

D WRITE

1 Listen to the proposal again, and listen carefully for verb forms 1–8. Repeat the statements.

The General Store, 48 High Street:
Proposal for a New Use
By the Community Centre Action Group

Recently, we (worry) have been worried that this store (leave) __2__ empty for more than two years. We have now (tell) __3__ that this building (own) __4__ by the Council, and so we would like to make the following proposal.

We believe that the shop (should/not/keep) __5__ empty any longer because it will soon start to fall down. We feel that something useful (ought to / do) __6__ with it as soon as possible. As members of the Council know, a community centre (need) __7__ badly in our area for a long time, and we think that the old General Store (could / turn into) __8__ a new centre for the local community quite easily.

2 Finish writing the Action Group's proposal and progress report.

Activity Book **Unit 8 page 50 Activity 2**

E UNIT TASK

1 Work with a partner. Discuss and list useful projects for your area. These can be:

1 something completely new;

2 a new use for an old building.

You can use these words.

Verbs: build construct repair add … to … change … to … turn … into …

Nouns: bridge building(s) hospital house(s) road(s) school shopping centre

2 Decide the three most important and write a list. Read out your list (with the correct intonation.)

Our list includes …

3 Discuss and agree the reasons for your choices.

4 Write your formal proposal. Start with a short introductory paragraph.

We would like to make the following proposals for three useful projects for our area.

5 Continue with a paragraph for each proposal. You can use ideas from D1 paragraph 2. Use the passive and these connectors.

First of all, …. Next, … Finally, …

Language Focus

1 GRAMMAR ڕێزمان

Lesson 1: Active and passive

هەندێك كات بەركاری ڕستەی بكەر دیار گرنگترە لە بكەری ڕستەكە، لەم حاڵەتەدا، دەتوانین بەركارەكە بكەینە بكەرێكی نوێ ، (دوای لابردنی بكەرە كۆنەكە). بۆ ئە نجامدانی ئەمە، ڕستەی بكەر نادیار بەكاردەهێنین.

Active:
~~Channel 2~~ **films** *Let's Go!* all over the world.

Passive:
Let's Go! **is filmed** all over the world.

لەگەڵ ئەوەشدا هۆكارێكی دیكە هەیە بۆ بەكارهێنانی شێوەی بكەرنادیار. هەندێك جار بكەرنادیار بەكار دەهێنین بۆ ئەوەی كارەكەمان ڕەسمی دەربكەوێت، لەم یەكەیەدا زۆرمان باسكردووە. بەراورد بكە لە شێوازی Anne Rice كاتێك قسەدەكات لەگەڵ ئەو كاتەی دەنووسێت. ئەو قسە لەگەڵ Megan Stone دا دەكات بە شێوەیەكی ناڕەسمی لەبەرئەوە ڕستەكان بكەر دیارن، بەڵام كاتێك بۆ Council دەنووسێت لەبەر ئەوەی ڕەسمیە ڕستەكان بكەر نادیارن.

Lesson 2: *by* + agent

هەندێك جار پێویستمان بەوە دەبێت شێوازی بكەرنادیار بەكاربهێنین بەڵام بكەری شێوازی بكەر دیارەكەش بپارێزین. لەم حاڵەتەدا ئامرازی *by* زیاد دەكەین.

Active: *The director* ***runs*** *the filming.*

Passive: *The filming* ***is run by*** *the director.*

Lesson 3: Passive forms of simple tenses

ڕانەبردووی سادەی بكەرنادیار دروست دەكرێت بە (*are, is, am*) و ڕابردووی سادەی بكەرنادیار دروست دەكرێت بە (*were, was*) + شێوەی سێیەمی كاری سەرەكی ڕستەكە. بۆ نمونە: *designed*.

ڕانەبردووی تەواوی بكەر نادیار دروست دەكرێت بە (*has* یان *have*) + *been*+ شێوەی سێیەمی كاری سەرەكی ڕستەكە. ڕابردووی تەواوی بكەر نادیاریش هەمان ڕێسای هەیە ، بەڵام (*had*) لە شوێنی (*have / has*) بەكاردێت.

Present: *Sets* ***are designed*** *to explode.*

Past: *The first special effect* ***was created.***

Present perfect: *CGI* ***has been used*** *in many ways.*

Past perfect: *They believed her head* ***had been cut off.***

Lesson 4: Modal passive forms

شێوەی ڕانەبردووی (modal passive) دروست دەكەین بەبێ گۆڕانكاری لە (*Modal verb*) ەكاندا پاشان+ *be* + شێوەی سێیەمی كاری سەرەكی ڕستەكە. بۆ نمونە: *shown*.

Things ***can be shown*** *that are impossible in real life.*

Other scenes ***have to be done*** *with effects.*

Films ***will*** *always* ***be made*** *with effects.*

شێوەی ڕابردووی (modal passive) دروست دەكەین بەهەمان ڕێسای سەرەوە لەگەڵ بەكارهێنانی شێوەی ڕابردووی

This all ***had to be done*** *with models.*

2 VOCABULARY وشەكان

actor /ˈæktə/ ئەكتەر

artificial /ɑːtəfɪʃ(ə)l/ دەستكرد

at high speed /ət haɪ spiːd/ بەخێراییەكی زۆر

attack /əˈæk/ پەلاماردان

audience /ˈɔːdiəns/ بینەر

base *v* /beɪs/ دامەزراندن، دانان

cameraman /kæmrəmən/ وێنەگر

cartoon show /kɑːtuːn ʃəʊ/ بەرنامەی فیلم كارتۆن

community /kəˈmjːnɪti/ كۆمەڵگا

centre /sentə/ ناوەند

computer-generated imagery (CGI) /kampjuːtə dʒenəreɪtd ɪmɪdʒəri/ وێنەی دروستكراوی كۆمپیوتەر

cookery /ˈkʊkəri/ هونەری چێشت لێنان

cookery programme / show /kʊkəri prəʊgræm / ʃəʊ/ بەرنامەی چێشت لێنان

control room /kɒnˈtrəʊl ruim/ ژووری كۆنترۆڵ

council /ˈkaʊnsl/ *n* ئەنجومەن

cut off /ˌkʌt ˈɒf/ لێكردنەوە، قرتاندن

demand /dɪˈmænd/ خواست

discussion /dɪsˈkʌʃn/ گفتوگۆ

discussion programme /dɪsˈkʌʃn prəʊgræm/ بەرنامەی گفتوگۆ

edit /'edɪt/ مۆنتاژکردن
effect /ɪ'fekt/ کارتێکەر
episode /'epɪzəʊd/ ئەڵقەی فیلم
ever more /evə mɔːr/ هەمیشە
floor manager /flɔːr 'mænɪdʒə/ بەڕێوبەری ستۆدیۆ (هۆڵ)
frightening /'fraɪtənɪŋ/ سامناك ، تۆقێنەر
game show /'geɪm ˌʃəʊ/ بەرنامەی پێشبڕکێ
go out /gəʊ 'aʊt/ پیشاندان، پەخشکردن
impossible /ɪmpɒsɪb(ə)l/ مەحاڵ
little by little /lɪtl baɪ lɪtl/ وردە وردە
lord /lɔːd/ گەورە
monster /'mɒnstə/ دێو، دەعبا
movie /'muːvi/ فیلم
music programme / show /mjuːzɪk prəʊgræm / ʃəʊ/ بەرنامەی مۆسیقا
on set /ɒn set/ بەیەکەوە
perfect /'pɜːvekt/ تەواو
play *n* /pleɪ/ شانۆگەری
proposal /prə'pəʊz(ə)l/ داخوازی، پێشنیاز
recognize /'rekagˌnaɪz/ ناسینەوە، دەناسێتەوە
scene /siːn/ دیمەن
series /siːriːz/ زنجیرە
set /set/ *v* ئەنجام دەدرێت
set (TV ~) *n* /set (tiː viː)/ دەستە(~ ی تەلەفزیۆن)
shoot *v* /ʃʊt/ وێنەگرتن
shot /ʃɒt/ گرتەی کامێرا
soap / soap opera /səʊp / səʊp ɒprə/ ئۆپێرا (شانۆگەری مۆسیقی)
special effect (SFX) /speʃl ɪ'fekts/ کارتێکەری تایبەت
sports programme / show /spɔːts prəʊgræm / ʃəʊ/ بەرنامەی وەرزش
take away /ˌteɪk ə'weɪ/ لابردن
thanks to /θænks tʊ/ سوپاس بۆ
the latest /ðə 'leɪtɪst/ *adj* تازەترین
training manager /treɪnɪŋ mænɪdʒə/ بەڕێوبەری مەشقکردن
travel programme / show /træv(ə)l prəʊgræm / ʃəʊ/ بەرنامەی گەشتیاری
use /juːs/ *n* بەکارهێنان
work experience /wɜːk ɪspɪrɪəns/ ئەزموونی کارکردن

3 TO HELP YOU STUDY

We often pronounce the same letter differently in different words. So when you first read new words, check the phonetic spellings.

Look at the words in the table and find them in the word list above. Then copy their phonetic spellings into the table. Next, look at the letter o in bold in each word and underline the phonetic spelling of this o.

g**o** out	**o**n set	ever m**o**re
…	…	…

Now add these other words to the correct columns.

aff**o**rd contr**o**l room hell**o** l**o**rd m**o**nster **o**pera **o**rganize **o**ver sh**o**t

Now add other words that you know to the correct columns.

(Even more pronunciations are sometimes possible e.g. *work experience*.)

Pairs of letters that are sounded together (diphthongs) often have the same problem.

Look at the words in the table and find them in the word list above. Then copy their phonetic spellings into the table. Next, look at the double letter oo in bold in each word and underline the phonetic spelling of this double letter oo.

c**oo**kery	fl**oo**r manager	control r**oo**m
…	…	…

Now add these other words that you know to the correct columns.

Dartm**oo**r d**oo**r f**oo**d f**oo**t g**oo**d l**oo**k p**oo**r r**oo**f t**oo**l

Now add other words that you know to the correct columns.

8 LESSONS 1&2

AN AMAZING STORY
They said it couldn't be done.

Reported statements • reported requests

A LISTEN AND DO

1 Listen and match feelings a–d to pictures 1–4.

a annoyed b disappointed c embarrassed d puzzled

1

Sam

2

Tina

3


Joe

4

Emma

2 Work with a partner. Ask and answer questions.

A Who's the one who looks (annoyed)?

B That's Tina, and you're right. She looks (*really* annoyed)!

3 Work with a partner. Ask the questions and answer with these (or other) adjectives.

amazed annoyed bored disappointed embarrassed excited frightened interested pleased puzzled surprised upset worried

A How do you feel when our team wins a match?

B I'm (really happy and pleased), of course.

1 How do you feel when our team wins a match?
2 How did you feel when they lost against (name)?
3 How do you feel if you make a silly mistake in front of other people?
4 How do you feel if they laugh at you?
5 How did you feel on your first day at school?
6 How will you feel on your last day at school?

B GRAMMAR p62

1 Look.

Reported statements

The original statements

*'I **am** really pleased, of course.'*

*'I **think** I **will feel** excited, but I **may be** a bit sad, too.'*

The reported statements

*(Name) **said** that he / she **was** really pleased.*

*He / She **thought** that he / she **would feel** excited but that he / she **might be** a bit sad.*

2 Work with a partner and read aloud.

A Read out an original statement from the box.

B Read a reported statement to the class.

3 Report what your partner said in A3.

A What did … say about question number … ?

B (He) said that he felt … . What did … say?

A (She) told me (she) was …

C SPEAK

Talk about things you have felt strongly about.

A When were you last really excited about something?

B I was really excited (a few days ago) when … .

D LISTEN AND READ

Dad You look worried, Sarah.

Sarah I am. I'm trying to write an essay for a school competition, but I can't get started.

Dad What's the title?

Sarah They asked us to write about 'Doing the impossible'.

Dad That could be about anything!

Sarah Exactly. Our science teacher told us to write about a famous scientific discovery. And our geography teacher advised us to write about a great journey.

Dad How long have you got?

Sarah Two days. Today, the head reminded us to finish by Friday.

Dad Have you got any ideas?

Sarah I thought I might write about Columbus and his journey across the Atlantic from Spain. Lots of people said it couldn't be done.

Dad I'm not sure. He was a great sailor, but was he a great human being?

Sarah How do you mean?

Dad He just wanted to get rich. And he brought death and destruction to the West Indies.

Sarah Well, what about Marco Polo? He travelled all the way from Italy to China.



Dad He's a better choice. He helped and loved learning about the people he met – not like Columbus.

Sarah But others made the journey, too, so did he do the impossible?

Dad His friends certainly thought so. They believed he'd died, so they were amazed to see him again!

1 Do these tasks before you listen and read.

1 From the map, say what may be discussed.

2 Explain differences between the two events.

2 Copy these notes. Then listen and read to complete them.

Essay title: … When it must be finished: …
Possible topics that teachers have mentioned:
1) … 2) …
Sarah's two choices:
1) The man's name: …
Journey from: … to: …
2) The man's name: …
Journey from: … to: …
Reasons for or against each choice:
1) … 2) …

3 Speak from your notes to state the main points.

E GRAMMAR p62

1 Look.

Reported requests, orders and advice

*'Here's an idea: **write** about a scientific discovery.'*

*> Our science teacher **told** us to **write** about a scientific discovery.*

2 Complete two more requests and their reported forms. Then work with a partner and read aloud.

'I think you should …' > Our geography teacher …

'Don't forget: you have to … > The head …

F SPEAK

Report things you have been told (or told to do) and then told something else.

My brother said I couldn't borrow his CD, but then he said he didn't mind.

Last night, Mum asked me to help make dinner. But then Dad wanted me to help wash the car.

8
LESSONS
3&4

AN AMAZING STORY

He asked who they were.

Reported *Yes/ No* questions • Reported *Wh* questions

A READ

A



Polo, Marco (1254–1324)

Traveller and merchant, son of Niccolo, born in Venice, NE Italy. In 1271, he left to travel with Nicolo and his uncle Maffeo to Cathay, now China. During their long stay, they became good friends with the Emperor, Kublai Khan. They also worked for him and became rich. Marco was given important jobs to do for the Emperor in different parts of Cathay and beyond. After many years, the Polos asked the Emperor to let them go home, but at first he refused their request. Finally, in 1292, he agreed that they could travel with his daughter to Persia, now Iran. There, she married the King, while they continued west and reached Venice in 1295. Later, Marco Polo produced *The Travels of Marco Polo*, and this was Europe's first picture of life in the Far East.

B

Coming home

The Polos knew that people would be amazed to see them, but they did not guess what difficulties they would have. They were about to find out.

When they reached the large family house one night, they knocked and a servant opened the door. He saw three strange men in rough old eastern clothes. Puzzled and a little frightened, he asked who they were and what they wanted.

They told him, but he shook his head. He replied that the brothers and young Marco had died far away and long before.



Finally, the Polos were allowed in. However, they were upset and disappointed to find that everyone reacted similarly: no one recognized them. Family friends and relatives asked each other if they were thieves and if they would steal the family's money.

Then the three men had an idea. They invited all to a special dinner. They welcomed them in their richest, finest silk clothes from China. During dinner, they disappeared and appeared again in their richest, finest clothes from Damascus. Finally, they changed again into their richest, finest western clothes.

Next, Marco brought their rough old travel clothes, and one by one he cut them open. From inside the thick cloth he pulled out packet after packet of the precious stones they had brought from Cathay. Everyone was excited: stones like these had never before been seen in Venice.

At last, people stopped wondering whether these men really were the Polos: now they knew. All were very pleased – especially the Polos!

1 Do the task. Say where Texts A and B may each come from.

a a film script
b a history book
c the book Marco Polo wrote
d an encyclopedia

2 Answer the questions.

1 How old was Marco Polo when he left Venice?
2 Why do you think the Polos' request was refused?
3 When did the events in Text B happen, and how long had the Polos been away?
4 What problems were there when they got home?
5 What things did the Polos do to prove that they had travelled far and were rich (and therefore not thieves)?
6 Why do you think the Polos had hidden the precious stones in their travel clothes?

B GRAMMAR p62

1 Look.

Reported *Yes/No* questions

*'**Are they** thieves?'*

*> Friends **asked if** they were thieves.*

*'**Are they the Polos?**'*

*> People stopped **wondering whether** they were the Polos.*

2 Report these *Yes/No* questions from page 57.

Dad Have you got any ideas? (Dad asked if …)
Sarah Did Marco Polo do the impossible? (She asked whether …)

C READ AND SPEAK

Decide who might say what. Match 1–5 with comments a–e. Explain your choices.

1 a family friend
2 a family servant
3 Kublai Khan
4 Marco Polo
5 Marco Polo's father

a This is a great chance. They're offering to take me with them on their next journey, and I'm really excited!
b I'm pleased with these Italians. They know a lot about the world, and they can help run my part of it.
c We'll never be bored with China, but we're getting old. We'd like to see our own country before we die.
d Three men in strange clothes were standing outside in the night, and I wondered if they were thieves.
e At first, we were very worried. We didn't know if they were who they said they were. But finally, they proved at that dinner that their amazing story was true!

D GRAMMAR p62

1 Look.

Reported *Wh* questions

*'**Who are you?**'*

*> He **asked who they were**.*

*'**What do you want?**'*

*> He **wanted to know what they wanted.***

2 Report these *Wh* questions from page 57.

Dad What's the title?
Dad How long have you got?

E SPEAK

1 If you had been Marco Polo, how would you have felt about going to China? Think about:

- leaving everyone and everything you know;
- travelling with your father for the first time;
- the many dangers of travelling far from home;
- the chance to see strange and exciting places;
- the chance to become a rich merchant.

Use Lesson 1 adjectives. You can also use these.

curious keen nervous sad (un)happy

2 What questions would you have asked your father and uncle before you decided to go?

I would have asked them *if/whether …*
I would have wanted to know *what/how …*

8

LESSONS 5&6

AN AMAZING STORY
Reporting

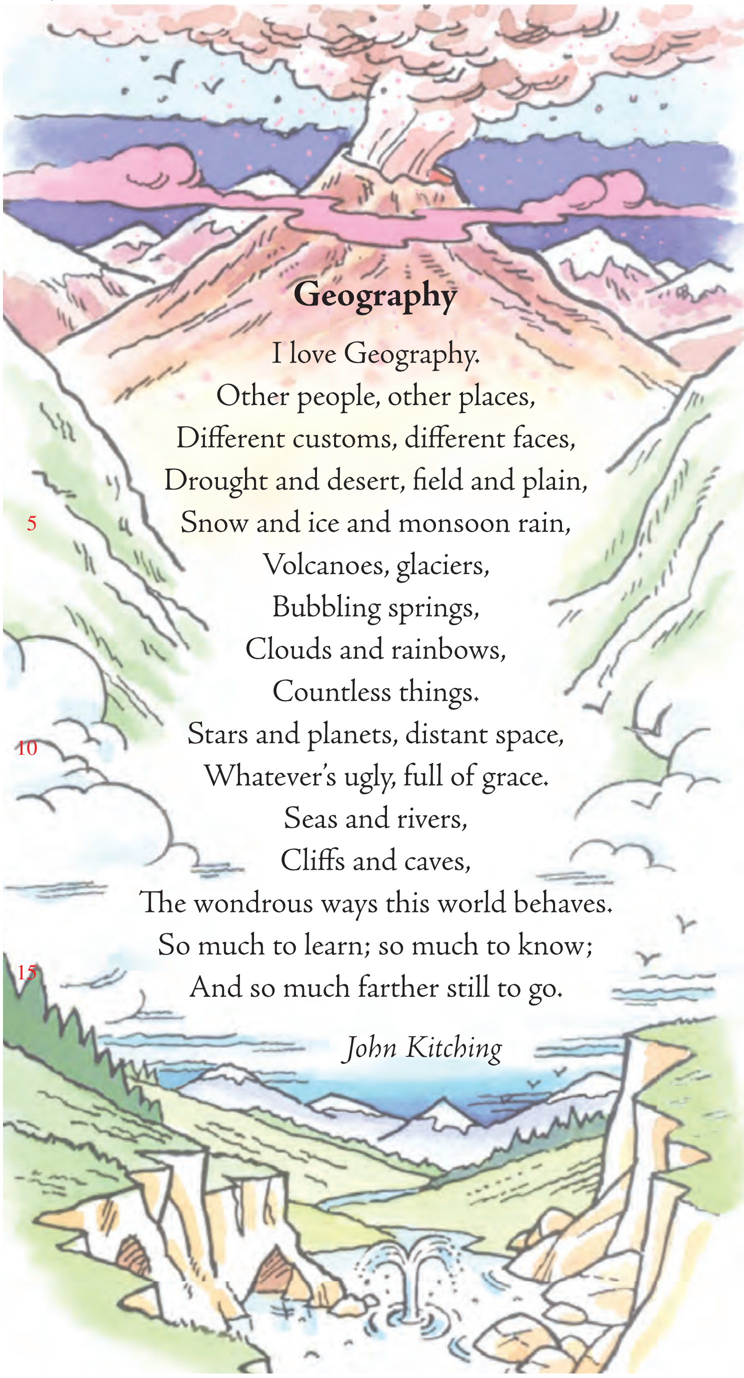
A LISTEN AND UNDERSTAND

1 Look at the pictures and the poem. Then do these tasks.

1 Relate the pictures to the title of the poem.

2 'Scan' the poem for 'geography' words that you already know.

2 Imagine flying round the world like Superman! Listen for things the writer takes you to see.



Geography

I love Geography.
Other people, other places,
Different customs, different faces,
Drought and desert, field and plain,
Snow and ice and monsoon rain,
Volcanoes, glaciers,
Bubbling springs,
Clouds and rainbows,
Countless things.
Stars and planets, distant space,
Whatever's ugly, full of grace.
Seas and rivers,
Cliffs and caves,
The wondrous ways this world behaves.
So much to learn; so much to know;
And so much farther still to go.

John Kitching

3 Listen to your teacher's explanations. Then find words in the poem to match things in the pictures.

4 Work out the meanings of these words – a or b.

1 line 9 **countless**
a so many things that they cannot be counted
b just a few things, so they do not have to be counted

2 line 10 **distant**
a dark
b far away

3 line 11 **grace**
a a type of grass
b simple beauty

4 lne 14 **wondrous**
a wonderful and amazing
b wondering about something

5 Understand the poem's second meaning. The last two lines show that it is not just about a journey round the world like Superman's. It is a journey towards something else, too. Explain.

6 Find the rhythm of the poem.

Copy lines 1–4 of the poem. Then listen and mark the strong and weak syllables.

● – ● – ● – ● –
Other people, other places,

When you read a traditional poem in English, you nearly always find a clear rhythm – a regular mixture of strong and weak syllables. It is very important to hear the rhythm: it is part of the 'music' of the poem.

7 Listen again. Then read the poem aloud.

Show the rhythm of the poem clearly as you read!

Activity Book Unit 8 page 58 Activity 2

B READ, SPEAK AND WRITE

1 Read. Then work with a partner and act out the conversation.

At first, Marco Polo did not plan to write about his travels. However, in 1300, ships from the cities of Venice and Genoa fought, and Venice lost. Marco Polo and many others became prisoners and, during that time, his famous book was born. It all started when he met another prisoner, a man called Rusticello.

Rusticello My name is Rusticello, and I'm very pleased to meet you, Signor Polo.

Polo Pleased to meet you, too. But I'm sorry that we're not meeting as free men. What do you do back home?

Rusticello I'm a writer. I write stories.

Polo And I'm a merchant. I trade with the East.

Rusticello I know. Everyone in Venice knows about you and your famous journey.

Polo Well, I can't do my work here, and I'm very bored with life as a prisoner. Have you got any stories with you that I can read?

Rusticello No, I haven't, but I'm bored, too, and I think I'll write something to fill the empty days.

Polo What are you going to write about?

Rusticello Well, have you ever thought of writing about your travels?

Polo I considered it when I first returned to Venice, but life was too busy.

Rusticello Well, do you think we can do something together?

Polo What do you mean?

Rusticello You can tell me your stories, and I can write them down.

Polo I think that's a really exciting idea!

Rusticello Together, we may be able to produce a very interesting book.

2 Continue Rusticello's letter home. Report the conversation in B1 from line 27.

My dear wife,

I hope you and the children are well. I'm writing to you now because I'm very excited about a new project, and I want to tell you all about it!

I've just had a conversation with the famous Signor Marco Polo, who is also a prisoner here. While we were talking, I asked him if …

Activity Book Unit 8 page 59 Activity 3

C UNIT TASK

1 Look again at Texts A and B on page 58. Write two questions to ask Marco Polo about each of the following.

1 The journey to Cathay

How old were you when … ?

2 The years in the Far East

3 The journey home

2 Work with a partner as Marco Polo and Carlo, his young cousin, who was not born when Marco left Venice. Greet each other at the special dinner.

3 Take turns as Carlo and ask your questions. As Marco, use your imagination if the answers are not clear from the texts.

4 Write Carlo's diary. Report your talk with your cousin. Create three paragraphs with topic sentences from the headings in C1.

After dinner, I was able to meet Marco at last and to ask about his great journey.

First we talked about the journey to Cathay. I asked him …

Activity Book Unit 8 page 59 Activity 4

DID YOU KNOW?

The Polos travelled on the Silk Road, which was the ancient route between China in the east and Europe in the west. It passed through Kurdistan, and Erbil was an important city on the way. Along their route, valuable goods – especially silk from China – were carried by merchants and sold for very high prices at the end.

Language Focus

1 GRAMMAR ڕێزمان

Lesson 1: Reported statements

– بۆ گەیاندنی وتەی ناڕاستەوخۆ، دەتوانین:

• دەست پێکردنی وتەکە بەرابردوو لەگەڵ بەکارهێنانی (کاری لێدوان – **reporting verb**)، بۆنمونە:

(name) said (that) …

told me (that) …

دەتوانرێت (کاری لێدوان)ی دیکەش بەکاربهێنرێت ، بۆ نمونە:

thought (that) felt (that) agreed (that)

• کاتی وتەکە بگۆڕین بۆ رابردوو.

• پێکهاتەکانی تری وتەکە بگۆڕین بە گوێرەی پێویست، بۆ نمونە: 1st > 3rd person ، لەگەڵ لابردنی شتە ناپێویستەکان.

'I'm really pleased, of course.'

*> He **said** that he **was** really pleased.*

• هەروەها(Modal Verb)ە کانیش دەکەین بە رابردوو.

*'I **think** I **will feel** excited, but I **may be** a bit sad, too.'*

*> She **thought** that she **would feel** excited, but that she **might be** a bit sad.*

*If other people laugh at me, I **can't** be annoyed for very long. I **have to** laugh at my silly mistakes too.*

*> She said that if other people laughed at her, she **couldn't** be annoyed for very long. She **had to** laugh at her silly mistakes, too.*

Lesson 2: Reported requests and orders

– بۆ گەیاندنی خواست و داواکاری ناڕاستەوخۆ، دەتوانین:

• دەست پێکردنی خواستەکە یان داواکاریەکە بەرابردوو لەگەڵ بەکارهێنانی (کاری لێدوان)، بۆ نمونە:

(person) asked (person) …

told (person) …

دەتوانرێت (کاری لێدوان) ی دیکەش بەکاربهێنرێت ، بۆ نمونە:

advised … reminded… want …

• کاری سەرەکی بگۆڕین بۆ ***to + infinitive*** (ئەری بێت یاخود نەری).

*'Here's an idea: **write** about a scientific discovery.'*

*> Our science teacher **told** us **to write** about a scientific discovery.*

*'I think you **should write** about a great journey.'*

*> Our geography teacher **advised** us **to write** about a great journey.*

Lesson 3: Reported *Yes/No* questions

– بۆ گەیاندنی پرسیاری ناڕاستەوخۆی Yes ، No ، دەتوانین:

• دەست پێکردنی پرسیارەکە بە رابردوو لەگەڵ بەکارهێنانی (کاری لێدوان)، بۆ نمونە:

(name) asked …

wondered …

wanted to know …

• زیادکردنی ***if*** یاخود ***whether***.

• گۆڕینی ئەم کارانەی خوارەوە لە شێوەی پرسیارەوە بۆ شێوەی ئاسایی خۆیان (بەڵام بۆ کاتی رابردوو).

بۆ نمونە:

are they > they were

will they steal > they would steal

*'**Are they** thieves?'*

*> Friends **asked if they were** thieves.*

*'**Are they the Polos?**'*

*> People stopped **wondering whether they were** the Polos.*

*'**Will they steal** the family's money?'*

*> Friends asked if **they would steal** the family's money.*

Lesson 4: Reported *Wh* questions

– بۆ گەیاندنی پرسیاری ناڕاستەوخۆی -wh ، دەتوانین:

• دەست پێکردنی پرسیارەکە بەرابردوو لەگەڵ بەکارهێنانی (کاری لێدوان)، بۆ نمونە:

(name) asked …

wondered …

wanted to know …

• دووبارەکردنەوە وشەی پرسیاری -***wh***.

• گۆڕینی ئەم کارانەی خوارەوە لە شێوەی پرسیارەوە بۆ شێوەی ئاسایی خۆیان (بەڵام بۆ کاتی رابردوو).

بۆ نمونە:

are you > they were

do you want > they wanted

*'**Who are you?**'*

*> He **asked who they were**.*

*'**What do you want?**'*

*> He **wanted to know what they wanted**.*

Why did everyone think of us as thieves?

*Marco asked why **everyone had thought of them as thieves**.*

2 VOCABULARY وشەکان

advise /əd'vaɪz/ ئامۆژگاری کردن
allow /ə'laʊ/ ڕێگە پێدان
all the way /ɔ:l ðə weɪ/ تەواوی ڕێگاکە
amaze /ə'meɪz/ سەرسام کردن
amazed /ə'meɪzd/ سەرسام بوون
annoy /ə'nɪ/ بێزارکردن
annoyed/annoying /ə'nɔɪd / ə'nɒɪŋ/ بێزارکەر/ بێزار
at first /æt fɜ:st/ لە سەرەتادا
at last /æt lɑ:st/ لە کۆتایدا
beauty /'bju:ti/ جوانی، قەشەنگی
bore /bɔ:r/ وەڕسکەر/ وەڕس
curious /kju:rɪəs/ زانین خواز
destruction /ˌdɪs'trʌkʃn/ وێرانکاری
difficulty /'dɪfklti/ ناڕەحەتی
disappoint /dɪsəpɔɪnt/ بێ ئومێدکردن
disappointed / disappointing /dɪsəpɔɪntɪd / dɪsəpɔɪntɪŋ/ نائومێدکەر/ نائومێد
discovery /dɪs'kʌvəri/ دۆزینەوە
embarrass /ɪm'bærəs/ شەرمەزارکردن
embarrassed / embarrassing /ɪm'bærəsd / ɪm'bærəsɪŋ/ شەرمەزارکەر
emperor /'empərə/ ئیمپراتۆر
encyclopedia /ɪnˌsaɪklə'pi:diə/ ئینسایکلۆپیدیا
essay /'eseɪ/ وتار
excite /ɪk'saɪt/ خرۆشان
frighten /'fraɪt(ə)n/ ترساندن، تۆقاندن
get started /ˌget 'stɑ:tɪd/ دەستپێکردن
head (teacher) /ˌhed 'ti:tʃə/ بەڕێوەبەر
interest /'ɪntrest/ ئارەزوومەند
keen /ki:n/ پەرۆش، خولیا
merchant /'mɜ:tʃənt/ بازرگان
nervous /nɜ:vəs/ شپرزە، پەشۆکاو
one by one /wɒn baɪ wɒn/ دانە بە دانە
please /pli:z/ دڵخۆش بوون
pleasing /pli:zɪŋ/ دڵخۆشکەر
pulled out /pʊld aʊt/ دەرهێنان
puzzle /'pʌzl/ ئەبلەق کردن
puzzled / puzzling /'pʌzld / 'pʌzlɪŋ/ ئەبلەق بوون
react /rɪ'ækt/ کاردانەوە
relative /'relətɪv/ خزم، کەس و کار
remind /rɪ'maɪnd/ بیرخستنەوە
request /rɪ'kwest/ داوا
rough /rʌf/ ناشرین، دزێو
sailor /seɪlə/ دەریاوان
scientific /ˌsaɪən'tɪfk/ زانستی
servant /'sɜ:vənt/ خزمەتکار
silk /sɪlk/ ئاوریشم
son /sʌn/ کوڕ
steal /sti:l/ دزین
surprised /sə'praɪzd/ سەرسوڕهێنەر
thief / thieves /θi:f / θi:vz/ دز، دزەکان
title /'taɪtl/ ناونیشان
trade /treɪd/ بازرگانی کردن
traveller /'trævlə/ گەشتکەر
upset /ʌp'set/ خەمبار
upsetting /ʌp'setɪŋ/ خەمبارکەر
worried / worrying /'wʌri:d / 'wʌriɪŋ/ نیگەران کەر/ نیگەران
writer /'raɪtə/ نووسەر

3 TO HELP YOU STUDY

In Lesson 1 you worked with adjectives that are formed from the past participles of verbs, e.g.

amazed, bored, excited, interested.

You also know some adjectives formed from the present participles of verbs, e.g.

amazing, boring, exciting, interesting

A lot of adjectives are formed like this, so it is useful to collect them with the verbs.

Be careful about the difference in meaning. Compare the following!

I'm really bored. *I'm really boring.*

Copy and complete the table.

Verb	Adjective 1: From the present participle	Adjective 2: From the past participle
amaze		*amazed*
annoy		
bore		
disappoint		
embarrass		
excite		
frighten		
interest		
please		
puzzle		
surprise		
*upset		
worry		

* Be careful. The present participle needs 'double t' – *tt*.

9A LESSONS 1&2

REVISION (UNITS 5–6)

There will be traditional dancing.

A READ


A


B


C

A

Vana	Living in Britain is OK, but it's March now and we can't celebrate Newroz here.
Ari	We'll miss it unless we go home.
Mrs Sherko	Maybe you're wrong. I've heard that people celebrate Newroz here, but I don't know where.
Vana	Really? Well, how can we find that out?
Mrs Sherko	Look it up on the internet.
Ari	Good idea. Quick. Turn on the computer!

B

Newroz Festival in London Again

This year, Kurds and many others will again meet to celebrate Newroz, their New Year , from 12.00 till 6.00 on Saturday, 21st March.

Since the festival first took over Trafalgar Square, it has become a big, regular event. London's most famous square will therefore welcome Newroz again this year. It will be free, so come and join the fun.

There will be music with Serhado Serbian, Ferhat Tunc, Hesen Serif, Hemi Heci and the band Carnewa. There will also be traditional music and dancing with dance groups Govenda Asti and Azadiya Perperok.

take over /teɪk ˈəʊvə/ *v* دەست بەسەرداگرتن **square** /skweə/ *n/adj* گۆڕەپان **regular(ly)** /ˈregjʊlə(li)/ *adj/adv* بەردەوام **free (no money)** /friː/ *adj* بەخۆڕایی **column** /ˈkɒləm/ *n* ستوون

C

Jamie	Listen, Ari, you're an Arsenal fan, aren't you? Well, Dad and I are travelling up to Manchester next Saturday for the United match. Want to come?
Ari	I'd love to, but if I did that, I'd have to miss Newroz, and I can't do that!
Vana	Sophie, you aren't going to Manchester, are you?
Sophie	No, football's a silly game!
Vana	Well, come with us to Newroz!
Sophie	Thanks, I'd love to!

D

Sophie	I've never seen anything like this in Trafalgar Square. It's great! I'm going to take some photos with my new phone.
Vana	Tell me about that huge column with the statue on top.
Sophie	That's Nelson, a big hero from history.
Vana	The whole thing must be 50 metres tall!
Sophie	I'll check on my phone. … Listen … It says, 'The column has a height of 46 metres and the statue on top is 5.5 metres high.'
Vana	I was close! Look, this is *baklava*. Try some.
Sophie	Mm, fantastic!

E (on the way home)

Sophie	Thank you for bringing me, Mr and Mrs Sherko, I really enjoyed today.
Mr Sherko	You're very welcome.
Sophie	Hello? … Oh, it's you, Jamie. How was the match? … Terrible? Why? … You lost 5–1 to Man U! … Poor you! If you'd come to Newroz instead, you'd have had a much nicer day!

1 Do the tasks.

1 Match the photos to the correct text.

2 Say who probably took them and how you know.

3 Say what you learn from the texts about each photo.

2 Read to find the correct meaning.

1 line 6: people celebrate Newroz **here**, …

2 line 17: … **London's most famous square** …

3 line 57: **You** lost 5–1 to **Man U**!

4 line 58: If you'd come to Newroz **instead**, …

3 Explain in your own words.

1 line 4: We'll miss it unless we go **home**.

2 line 48: I was **close**.

4 Do the tasks.

1 Summarize the story. Complete the following.

> It is early March, and Vana and Ari are feeling sad because _1_. However, Mrs Sherko thinks that there is a _2_ somewhere in Britain, although _3_. Vana and Ari therefore _4_, and they find out that it will happen _5_. Later, at school, Jamie invites _6_, and Vana invites _7_. Sophie accepts, but Ari _8_ since _9_. On the day, Sophie has a wonderful time with _10_ at _11_, but Jamie _12_ because _13_.

2 Work with a partner to create a conversation.

a Discuss the way Jamie and Sophie feel in Text E.

b Work out Jamie's part of the conversation.

c Practise the conversation together. Express their feelings!

3 Work with a partner again. Produce a newspaper advert for the festival. In no more than 30 words:

a Invite people (in CAPITAL LETTERS).

b Say (in 5–6 words) what Newroz is.

c Give details of where and when.

d List 2–3 special attractions (including the cost).

B LANGUAGE

1 Use tag questions.

1 Prepare to find out more about a partner.

a Write three tags about things you think <u>are</u> true.

b Write three more about things you think <u>may be</u> true.

2 Work with the partner. Take turns to ask and answer your questions.

You come to school by bus, don't you? ↘

You haven't lived here all your life, have you? ↗

2 Use second conditionals to ask and answer about an unlikely future.

A If you (can go) anywhere abroad for a year, where (you choose) to live?

B If I (do) that, I (choose) to live in …

A If you (choose) to live in … , what place (you visit)?

B If I (do) that, I (visit) …

A If you (visit) … , how (you get) there?

B If I …

3 Use third conditionals to ask and answer about an impossible past.

A If you (travel) to Britain at the same time as the Sherkos, what (you look forward to) most?

B If I (do) that, I …

A If someone (ask) you to do the 12 Tors Race, what (you say)?

B If someone (do) that, I …

A If you (live) away from home for all these months, who or what (you miss) most?

B If I (do) that, I …

9B LESSONS 1&2

REVISION (UNITS 7–8)
When they have been received, …

A READ

A

About Valley Road Comprehensive

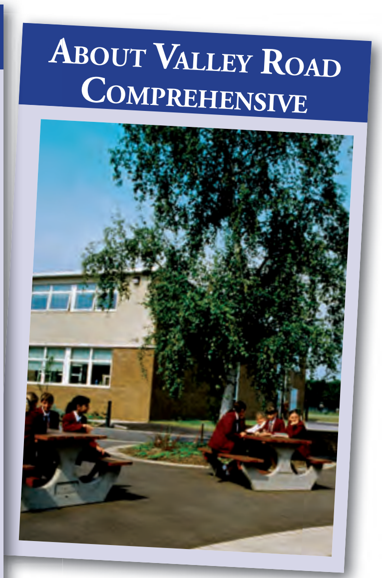
Clubs and Other After-School Activities

The School Magazine

This is published three times a year and is an important part of school life. It reports things such as sports results, school visits, and drama and music events. There are also often poems, short stories and interviews.

Although teachers help, most of the work is done by students. Towards the end of term, sports teams and clubs are asked for their reports, and these have to be produced a week before school finishes.

When they have been received, they are carefully edited, designed and sent away for printing. This is done during the holidays, so then the finished magazines can be given out at the start of the following term.



B

Jamie When are you leaving?
Ari At the end of term.
Sophie We're going to miss you and Vana.
Ari And we're sad to leave, too.
Sophie Listen. You know I'm helping Lynda Carter to edit the school magazine, don't you? Well, we've had an idea. Could you two do an interview with her?
Ari But people won't want to read about us!
Jamie You're wrong. You've made a lot of friends this past year.
Ari Well, I must ask Vana.
Sophie That's fine, but when can you tell Lynda? She needs to know soon.
Ari I'll call her this evening after I've seen Vana.

* * * * *

Ari I saw Jamie and Sophie earlier, and she had an unusual request.
Vana Oh? What was that?
Ari Well, …

C

After the interview, Lynda started writing her piece for the magazine.



I asked them if school in Kurdistan was very different from school in Britain. Vana told me that school subjects were quite similar, but that they didn't go to school from 9.00 to 3.30 like us: they started at 8.00 and finished by 1.00. She explained that their school was used by different students in the afternoon. 'We have a lot of young people,' she said, 'so a lot of schools open twice a day.'

Later, we talked about the future. I asked what their country would be like in ten years, and they thought it would be very different. 'Many new colleges are opening,' Ari said, 'and many more young people are getting a good education.' He went on. 'And with our education and our energy, we're going to build a very bright future.'

send away /ˌsend əˈweɪ/ *v* دەنێرێت **finished** /ˈfɪnɪʃt/ *adj* تەواوبوو **give out** /gɪv aʊt/ *v* دابەش دەکرێت

1 Do these tasks before you read.

1 Look at the booklet cover next to Text A. Say who the booklet might be for.

2 Look at Text A. Say where you think this page comes from.

3 Read the two headings at the top of Text A. Say what they tell you about Valley Road Comprehensive.

4 Describe the picture with Text C. Guess a possible connection with Text A's main heading.

2 Complete the statements with information from Text A.

1 The magazine does not just include the school's news: it also …

2 … mainly by students, not by teachers.

3 Reports from clubs and sports teams … a week before the end of term.

4 … between the end of one term and the beginning of the next.

3 Answer these questions about Text B.

1 When is this conversation happening?

2 How is life for Vana and Ari going to change?

3 What do Sophie, Lynda and Jamie all want Ari and Vana to do?

4 Why does Ari need more time before he can give an answer?

4 Answer the questions to summarize the main points that Ari and Vana make in Text C.

What does the large population of young people mean for Kurdish schools in the present? And what does it mean for Kurdistan in the future?

B LANGUAGE

1 Use direct speech.

Work with a partner. Create the interview from Text C.

A Take Lynda's part.

B Take the part of Ari and Vana as one person.

2 Use reported speech.

Continue Ari's conversation with Vana in Text B. Start like this.

Well, she wanted us to …

3 Use the passive.

Use Lynda's work plan to discuss work on the magazine. (Today is Wednesday.)

Job	Done?	When?
Choose the poems.	✓	2 weeks ago
Receive all reports.	✓	last week
Start the editing.	✓	last Wed
Begin design work.	✓	last Fri
Collect all the photos.	✓	this Mon
Finish the editing.	✗	tomorrow
Decide the cover photo.	✗	on Fri
Complete design.	✗	this Sat
Check everything.	✗	next Mon
Send it for printing.	✗	next Tue

Ask and answer questions about what has been done and when it was done.

A Have the poems been chosen yet?

B Yes, they were chosen two weeks ago.

Ask and answer questions about what still has to be done and when it will be done.

A Does the editing still have to be finished?

B Yes, that will be finished tomorrow.

C EXTENSIVE LISTENING

1 Listen to Part 1. Explain the problem that Lynda still has with the school magazine.

2 Listen to Part 2. Explain the possible solutions that Lynda and Sophie discuss. Describe the solution that Lynda supports.

3 Listen to Part 3. Note the questions that Lynda and Sophie prepare to ask Ari and Vana.

D SPEAKING AND WRITING

1 Work with a partner and role play the interviews with Vana/Ari. Use the questions you noted in C3.

2 Write Sophie's section of the interview. Copy Lynda's style in Text C on page 66 – past direct speech and part reported speech.

Role plays

A A TOWN DEVELOPMENT PLAN

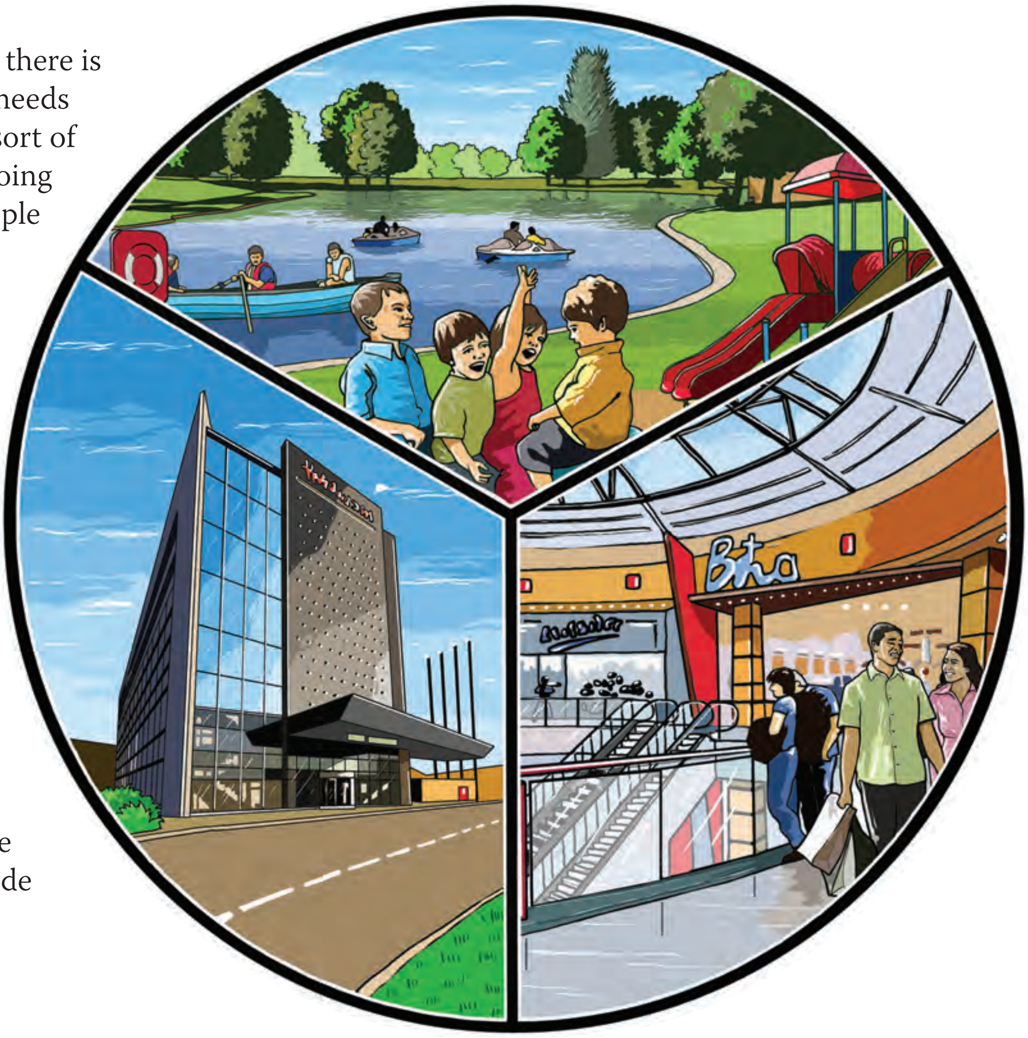
The situation

Near the centre of town, there is piece of waste land that needs development. But what sort of development? There is going to be a meeting, and people can present and discuss their ideas.

Stage 1 Each person has two minutes to present his or her ideas.

Stage 2 There are a few minutes for questions and discussion. Each speaker can argue against other speakers' ideas.

Stage 3 The head of the Town Council must decide the best idea.



The speakers

A local businessperson You want to build a large shopping centre and underground car park that will attract all the best shops. You believe that the town needs this and the people want it. They want to be able to do all their shopping in a bright, modern centre like this. And of course, the shopping centre will be yours, so you will become very rich!

A Town Council member You are the member for the area of town near the waste ground. There are no green, open spaces for the people here, so you want a park with trees, flowers, a small lake, a children's play area and facilities for sports such as tennis. You believe that with this place to relax and enjoy themselves, everyone will have a better, happier life.

The Tourist Office Manager You believe that tourism is very important to the future of Kurdistan and of your town. You know that this part of the country has a lot to offer tourists, and you want to make them welcome with a five-star hotel. You are sure that this will create many new jobs and make the town a richer place.

The head of the Town Council You are in charge of the meeting. You have an open mind towards the different arguments, but you want to do the best thing for the town.

In Stage 1, invite people to speak, ask questions if they do not explain clearly, and stop them after two minutes.

In Stage 2, make sure that everyone has a fair chance to speak.

In Stage 3, summarize good and bad points about each idea. Choose the best idea and give your reasons.

B FUTURE TRANSPORT

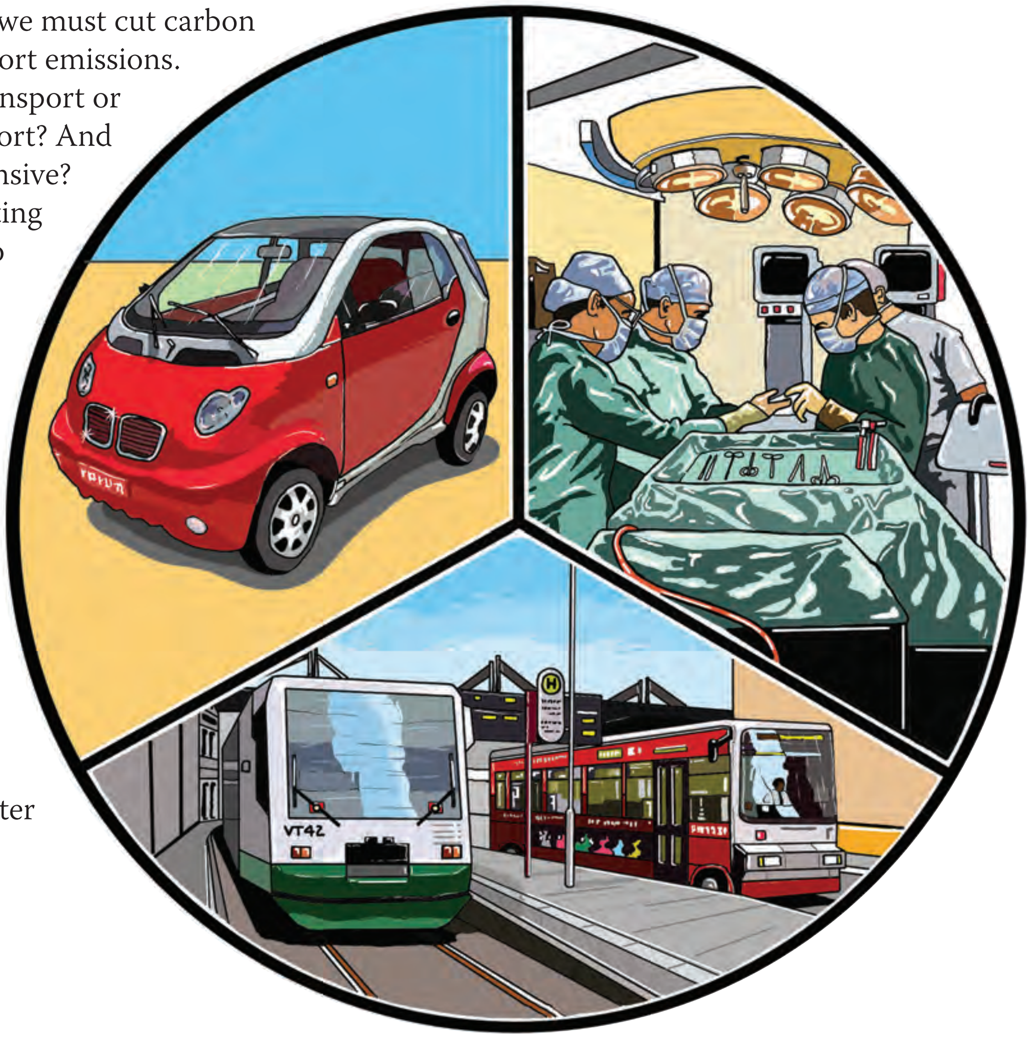
The situation

The world has agreed that we must cut carbon pollution, including transport emissions. But does this mean less transport or clean, new forms of transport? And will these changes be expensive? There is going to be a meeting of government ministers to discuss these questions.

Stage 1 Each minister has two minutes to present his or her plans.

Stage 2 There are a few minutes for questions and discussion. Each minister can argue against other ministers' plans.

Stage 3 The Prime Minister must decide the best plan.



The speakers

The Minister for Transport You believe that all forms of transport are necessary, including cars. So you are excited by the Techno Car Company's clean, new fuel cell technology. However, their cars are expensive, and most people cannot afford them. They want the government to pay drivers a $5,000 subsidy if they buy a Techno Car. You agree.

The Minister for the Environment You know that buses and trains produce less pollution per person than cars. There are also too many cars on the roads. So you want to spend government money on buying buses, building railway lines and keeping ticket prices low. This way, you believe people will stop using their cars, and pollution levels will go down.

The Minister for Health If the government spends more money on transport, there will be less money for other things, including hospitals, doctors and nurses. The country needs many more of these (and also schools and teachers). So, if the government is going to spend more money on anything, it should be on health and schools – not transport.

The Prime Minister You are in charge of the meeting. You have an open mind towards the different arguments, but you want to do the best thing for the country.

In Stage 1, invite people to speak, ask questions if they do not explain clearly, and stop them after two minutes.

In Stage 2, make sure that everyone has a fair chance to speak.

In Stage 3, summarize good and bad points about each plan. Choose the best plan and give your reasons.

C THE RIGHT THING TO DO

The situation

Dan and Sally Carson, their three young children and Dan's parents live together in their beautiful old family home in the hills near Melbourne, Australia. There is a bad wildfire in the area and smoke is filling the sky. Fire officers are fighting it, but the wind is strong and the fire is winning.

Stage 1 The fire is still 500 metres away.

Stage 2 Ten minutes later: the fire is now only 300 metres away, and it is burning very near the only road to safety. If it jumps across the road, there will be no escape.

The speakers

Dan Carson You plan to stay with some of your neighbours and help the firefighters, but you are very worried about your family. You want Sally to take the car right now and drive your children and parents to safety. If you and the others lose the fight against the fire, you will try to escape with them on the fire engines.

Grandad You are not very strong, so you cannot help to fight the fire. However, you were born in this house, and you never want to live in another one. You would prefer to stay in the house. You have seen wildfires before, and you do not believe this one will reach the house.

Grandma You cannot imagine going without Grandad, so if he refuses to leave the house, you will stay with him. However, you are very frightened.

Sally Carson You know that wildfires can move very fast, and that this one could easily cut your escape route. However, you refuse to leave without the others. Your children need their father. You must also try to make Dan's parents agree to leave. Tell them that they will hurt their grandchildren terribly if they choose to stay. You will talk to the others for as long as possible. But if they continue to refuse to go, you must leave without them. The most important thing is that you must save the children.



D WHICH WAY AHEAD FOR THE LARGE ARAL?

The situation

The Little Aral Sea is returning, but the Large Aral continues to disappear. Much of the Large Aral belongs to a different country, Uzbekistan, and the Uzbeks may not want to follow the Little Aral example.

The speakers

A fisherman The lake has nearly gone, and your industry has gone, too. Your fishing community used to be rich, but now it is poor. And the polluted seabed dust has brought disease and death. If your government followed the Little Aral example, all that could change. You feel your government *must* do this and ask for World Bank help.

The head of Uzbek Oil Your company has been exploring for oil below the dry seabed, and you know you will soon find large amounts. You do not want the Large Aral to come back because this would make your work much more difficult and expensive. And oil will bring Uzbekistan much more money than the fishing industry ever could.

A local farmer The polluted seabed dust has brought disease and death to your community. But this and the empty lake are the price you have to pay for your crops. And without the crops, you and your family cannot live. However, you would be for a project like the one in the north. Then, both the fishing and the farming industries could survive.

A government planning officer You are sorry about the local health and fishing problems. But your government is poor, and you know it needs the money from the seabed oil. You also know that only a mountain of World Bank money could save the Large Aral – far more than the Little Aral project received. However, if you could get that help, you would be happy. Both the farmers and the fishermen would have their work, and the health problems would disappear. The oil engineers could still get their oil: it would just cost them more.



E THE RIGHT WORK EXPERIENCE

The situation

There are four of you, and there are just the following four work experience opportunities, which are for two weeks. Discuss your different skills and interests, and decide together who should take each one. You must all agree, even if you are not completely happy about your choices.

The speakers

You and three partners – as yourselves.

The work experience opportunities

Central Hospital



Assist with cleaning work.
Help to move and maintain hospital equipment.
Use computers, helping to check lists of equipment.
Spend time talking to and playing with young patients.

The Council Parks



Work closely with a team, doing practical work.
Learn to follow plans for park development.
Help to plant and look after flowers and trees.
Use and maintain equipment.

Westfield Library



Assist with lending books to members.
Help to put books away on the shelves.
Check and file information on computers.
Put out and tidy up newspapers and magazines.

The Royce School for Children with Special Needs



Help teachers prepare teaching materials, e.g. pictures and charts.
Assist teachers in reading and writing classes.
Help children learn to swim.
Assist in the school library.

F LIFE WITHOUT TV

The situation

The Carson family – Mum, Dad and teenagers Bill and Sue – have been part of a big experiment. Every family in the experiment agreed to live for a month without a TV in the house. During the month, you have noted ways that family life has changed as a result. The Carson family have enjoyed the experience in lots of ways. They have all talked and done more things together than they usually do.

However, the experiment finishes tomorrow, and they must now decide something important. Do they want to continue without TV? Or do they want to put the TV back in the living-room and leave it on all day – as before? Or might they put it in another smaller room for people to watch only when there is a special programme?



The speakers

Mum You have loved all the communication between everyone. You have also greatly enjoyed the way that people have been doing things together. For example, you and your daughter have been creating a new garden design together. You have especially enjoyed your husband's help with jobs around the home at the weekend. (He used to watch the sport on TV all day while you had to work all the time.) You never want the TV in the house again!

Dad You have enjoyed the experience in many ways. For example, it has given you time to take your son fishing, and you hope to continue doing this. But you miss the sport on TV a lot, and you are really looking forward to watching TV again. You are happy to put the TV in the small room at the back of the house and not in the living-room.

Bill You love TV and the last month has been hard. You have been visiting friends' homes a lot to watch your favourite programmes. You could not believe your ears when you heard Mum say she never wanted the TV in the house again! But fishing with Dad during the last month has been good, and you want this to continue. You have also enjoyed the family conversations over dinner. This is better than your old way of eating in front of the TV.

Sue You have never watched TV much. You like going out and being with friends. You belong to several clubs, and you are always busy. As a result, you have not spent much time with your family recently. But during the last month you have enjoyed long conversations with the others. You have especially enjoyed designing the garden with Mum, and now you are keen to start creating it. You want Bill to help – instead of watching hours of TV again.

G SHOULD THEY STAY OR SHOULD THEY GO?

The situation

The King of Persia has asked the Emperor Kublai Khan for his daughter to be his wife and queen. Princess Cocachin is Kublai Khan's favourite child and he loves her very much. He does not want her to go, but he knows that she must.

Recently, the Polos – Marco and his father Niccolo and uncle Maffeo – have been asking him to let them go home to Venice. Should he let them go, too?



The speakers

Kublai Khan You do not want to let the Polos go. They have been in China for many years, and they have become very important to you. They have worked for you and done very well – especially Marco. And Marco has also become a very good friend.

Princess Cocachin You and the Polos – especially Marco – are good friends, and you know they want to go home. Your father does not want to let them go, but you believe he should. He is preparing men, goods, presents and fourteen ships for your long journey to Persia, and you want the Polos to go with you, too. You would enjoy the journey much more if they were with you. They also know a lot about the world beyond China, so they could be very useful.

Marco Polo You have enjoyed your amazing life in China, and you like the Emperor very much. However, you would also love to go home again after more than twenty years of travels. You are thinking about your father and uncle, too. They are getting old, and they want to return home before it is too late. This would certainly be their last long journey. However, you might travel again to China in the future, and it may be useful to say this to the Emperor.

Niccolo Polo You and your brother Maffeo have enjoyed your many years of travel, both with Marco and long before. But now you are getting old, and you dream of life in beautiful Venice. You want to return before it is too late. There is also another reason for leaving soon. You Polos are very close to the Emperor, who is also getting old. When he dies, the next Emperor could turn against you just because you were close to Kublai Khan.

Introduction to the Literary Reader

Great Expectations by Charles Dickens

About the main characters

Pip (full name: Philip Pirrip) tells us his story from his early years in the home of his much older sister and her husband, a simple village worker. Pip's story begins as he visits the lonely place where his dead parents lie.

Joe Gargery is the village worker who married Pip's sister (Mrs Joe) and took in the young Pip after their parents' deaths. He is a simple, kind man.

Miss Havisham is a strange old woman who has remained in her big, dark house ever since her husband-to-be suddenly left her on their wedding day. Always dressed in her wedding clothes and living in darkness, she hates men and teaches young Estella, who lives with her, to be like her.

Estella lives with Miss Havisham and is rude and cruel to Pip, who as a boy is told to visit and to play with her.

Abel Magwitch is an escaped prisoner who Pip helped as a small boy.

About the author

Dickens, Charles (1812–70) Dickens is one of the greatest writers in English literature and is especially remembered as one of its greatest novelists.

He was the son of an office worker who could not pay back money he had borrowed and was sent to prison as a result. This meant that the young Dickens was sent to work in a London factory as a young boy. He remembered these hard times all his life and they helped to shape his ideas as a writer.

As a young man, he first worked in a solicitor's office and then at 22 he joined a London newspaper. He began to write for a magazine, too, and he started producing stories such as *Pickwick Papers* in monthly parts, or instalments. These began to appear as books in 1836, and in the same year he also married. In the following years, he produced many more novels in monthly instalments, including *Oliver Twist, David Copperfield* and *A Tale of Two Cities. Great Expectations*, which appeared during 1860–61, was one of his later works. In all these books, Dickens created huge numbers of wonderful characters. He also showed his life-long anger with various social evils, an anger that began with his experiences as a child.

He worked extremely hard – and not just as a novelist. He wrote short stories and plays, too. He also became famous for public readings from his work, which he gave around Britain and abroad.

Many of his novels have become successful film, TV, radio and theatre productions.



Literary Reader: Great Expectations

Episode 1: In the graveyard

Philip Pirrip is my name. Pirrip is my father's family name, but I never knew my mother and father. They both died when I was a baby. Because I could not say my name when I was a young child, I called myself Pip. Pip has been my name ever since.

My story begins when I was about seven years old. It was a cold, grey winter afternoon just before Christmas, and I was in the graveyard where my mother and father are buried. I often went to this dark and frightening place to think about them. I was feeling sad and I began to cry.



'Quiet!' shouted a terrible voice. 'Keep still – or I'll kill you!'

Suddenly, a man was holding me by the neck.

'Oh, please don't kill me, sir!' I cried.

The man was very dirty and was wearing old, grey clothes and broken shoes.

'Tell me your name,' the man shouted. 'Tell me. Quick!'

'Pip. Pip, sir,' I answered.

'Where do you live?' he asked.

I pointed towards our village, which was about a mile away from the churchyard. I was crying and shaking with fear.

'Now,' said the terrible man. 'Where's your mother?'

'There, sir,' I said and pointed over his shoulder to my mother's gravestone.

The man looked frightened.

'I mean – she's buried there, sir.' I said quickly.

'Oh,' said the man. 'And is that your father there buried next to your mother?'

'Yes, sir,' I replied.

'Then who do you live with?' the man asked. '... If I let you live!' he added quickly.

'With my sister, sir – Mrs Joe Gargery – wife of Joe Gargery, the blacksmith, sir.'

'A blacksmith, is he?' the man said and looked down at his leg. There was a heavy piece of metal round his ankle, with a broken chain coming from it.

'Do you know what a file is?' he asked.

'Yes, sir. It's a tool for cutting metal,' I told him.

'Bring me a file and some food,' the man said slowly. 'Bring them early in the morning to the Old Fort – over there, near the river. If you tell anyone about me,' the terrible man said, 'I will kill you!

'Now, I'm not alone,' he said. 'There's a young man near here, listening to every word I say. He has a secret way of finding a boy, wherever he is. Even if a boy is warm in bed, behind a locked door, that young man can find him and kill him.'

* * * * *

I ran back home as fast as I could. I opened the door of the house and went quietly into the warm kitchen. There I saw Joe, sitting alone beside the fire.

Joe Gargery was a big, fair-haired man with kind, blue eyes.

'Mrs Joe is out looking for you, Pip,' he told me sadly. 'And she's very angry.'

I was worried. My sister often used to hit me.

Then Joe said, 'I hear her coming back, Pip. Hide behind the door!'

My sister pushed open the door. She soon found where I was hiding and hit me till I cried.

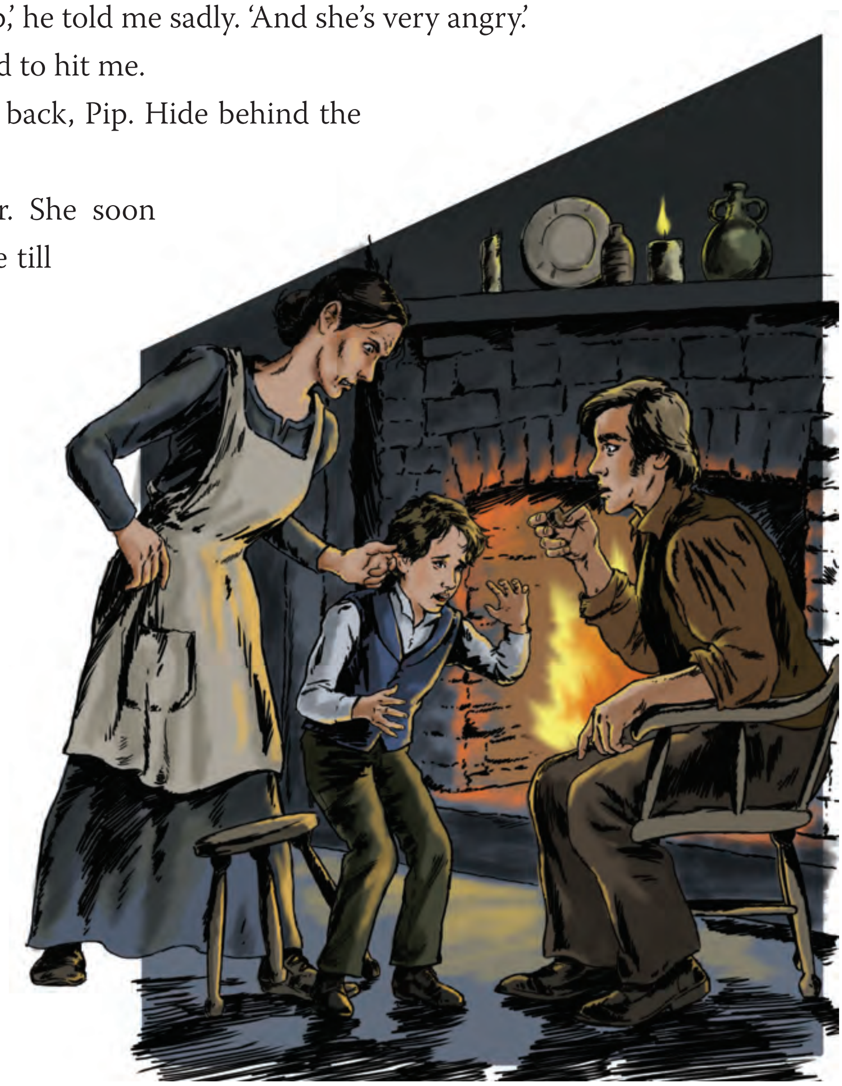
She was twenty years older than me and was a tall, thin woman with a hard face and black eyes. Her husband, Joe, was my only friend.

'Where have you been?' Mrs Joe shouted.

'In the graveyard,' I answered, crying.

'Graveyard!' Mrs Joe repeated angrily. 'The only reason you are not buried in that graveyard yourself is because of me.'

Joe said nothing. He was a simple, gentle man and he never complained about Mrs Joe. But he protected me when he could and I loved him for it.



Later in the evening, as I sat by the warm fire, I thought of the man outside in the cold and wet. I remembered my promise to him. I thought of the young man who would find me and kill me if I broke that promise.

Suddenly, there were loud noises that seemed to come from the sea.

'Are those guns, Joe?' I asked.

'Yes. Another prisoner has gone,' he said.

'What does that mean?' I asked.

'Last night a man escaped from the Hulks – the prison ships,' said Joe. 'The guns were fired to tell everyone. Now they're telling us that a second prisoner has escaped.'

'Who's put into prison ships and why are they put there?' I asked.

Mrs Joe jumped up and pulled my ear hard as she spoke.

'People are put in the Hulks because they murder and steal and do all kinds of bad things,' she said. 'And they all begin by asking questions!'

And then she sent me to bed. I went slowly upstairs in the dark, thinking about the terrible prison ships. I had begun by asking questions. And, in a few hours, I was going to steal from Mrs Joe!

I slept very little that night. I was afraid of Mrs Joe. I was afraid of the prisoner. And, most of all, I was afraid of the terrible young man.

* * * * *

At last, the early morning came. I got up and went downstairs. I walked quietly and carefully to the kitchen.

I found some bread, a piece of cheese and a large bone with some meat on it. Last of all, I took a beautiful, round meat pie. It was a special pie for us to eat that Christmas Day.

After that, I went to the forge – the place behind the house where Joe worked. I looked through Joe's things until I found a file. I took it and walked back through the kitchen.

I opened the house door carefully. I shut the door and ran as fast as I could towards the Fort. It was a very cold, foggy morning. The white fog was so thick that I could only see a little way in front of me.

I knew the Fort well, but in my fear, I almost lost my way. I climbed over a small, steep hill, and then I saw the man. He was sitting on the ground with his back to me. I walked to him and touched his shoulder. He jumped up and turned round to look at me.

Although this man was wearing the same plain, grey clothes and had an iron on his leg, he had a different face. It was not the man from the day before! It was the young man, waiting to kill me!

I ran straight on again and was soon at the Fort. And there was the terrible man – the prisoner. He was walking up and down to keep warm.

The man took the food from my hand and began to eat quickly and noisily like a dog. As he was eating the remains of the pie, I spoke to him.

'Are you leaving nothing for him?' I asked.

'Him? Oh … the young man? He doesn't need any food,' the prisoner replied.

'Are you sure? He looked very hungry,' I said.

The man stopped eating. 'Looked? When did you see him?'

'Just now,' I answered.

'Where?'

'Over there,' I said, pointing. 'I thought he was you,' I explained.

He held my jacket with both hands, and looked into my eyes.

'What did this man look like?' he wanted to know.

'He … he was dressed like you and … he had an iron on his leg,' I answered nervously.

'Really? So he's escaped, has he? I thought I heard the guns last night. Give me that file, boy. Where is he? I must find him.'

I pointed to where the young man was. The prisoner looked into the fog. Then he sat down on the wet grass and began to use the file on the metal around his leg.

The sky was lighter now and I needed to get back home. I began to walk quietly away.

When I looked back, I saw nothing through the thick, white fog. But I still heard the sound of the file as it cut through the thick metal.

Episode 2: Christmas Day

When I got home my sister had already started to cook our big Christmas dinner. I was lucky – she was too busy to ask me many questions. She simply told me to put on my smart, uncomfortable clothes.

Three of our neighbours, and Uncle Pumblechook, were coming to eat lunch with us. Uncle Pumblechook was the fattest and most stupid of the four. He was richer than us, and gave Mrs Joe two bottles of wine when he arrived. My sister thought he was wonderful.

When everyone had sat down at the table, we started to eat. But I could not enjoy the food. I could only think about the pie. When might my sister find out it had gone?

We had just finished eating when Mrs Joe suddenly said, 'I have something more that you must all try.'

I realised, with horror, that the moment had come.

'It's a delicious meat pie!' she said as she stood up and left the table.

Uncle Pumblechook smiled and picked up his knife and fork.



Things were not going well. What should I do? I had to do something. I stood up and started to run towards the front door. As I reached the door, I heard Mrs Joe. 'Where has the meat pie gone?' she shouted.

I opened the door and stopped. There was a group of soldiers standing there. One of them – the sergeant – was holding a pair of handcuffs in front of him.

The sergeant put his hand on my shoulder and we walked back into the kitchen. I was very upset – everything had gone terribly wrong.

But then the man spoke to Mrs Joe. 'Excuse me,' he said. 'Is there a blacksmith here?'

'Why do you want *him*?' my sister asked quickly.

'We need his help,' answered the sergeant.

Then he saw Joe, guessed that he was the blacksmith, and showed him the handcuffs.

'These are broken,' the sergeant said, 'and we need to use them today. Can you look at them for us?'

Joe said he could.

'Then can you start work now?' the soldier asked. 'We are looking for the escaped prisoners and must find them before it is dark. They may still be near the sea. Have any of you seen or heard anything?'

I said nothing, but the others said no. No one noticed that I had not spoken.

We all went to the forge. While the rest of us watched, the soldiers helped Joe to light the forge fire. Minutes later, Joe was standing in front of the hot fire and was working noisily on the handcuffs.



Mrs Joe brought the soldiers some of Uncle Pumblechook's wine. Even I was given a little.

I listened as they talked about two prisoners and how the soldiers might catch them. Everyone seemed to be enjoying the experience, but it upset me to think about the men.

When Joe had finished his work, he suggested that he and I might follow the soldiers while they looked for the prisoners.

All my sister could say was, 'If they shoot his head off, don't ask me to put it back on again.'

* * * * *

We followed the soldiers out into the cold. It was getting dark now and it started to rain as we got near the Old Fort. The soldiers were walking quickly, so Joe picked me up and carried me on his back. For the first time, I considered what might happen if one of the prisoners saw me.

Then, suddenly, we heard someone shout, 'Murder!' We went more slowly and listened. A moment later we could hear fighting and then another shout. A second voice shouted, 'The prisoners! The prisoners are this way!'

We ran towards the shouts and found the two men fighting each other. The soldiers caught them and put them in handcuffs.

My convict was shouting, '*I* caught him! Remember that! It was me!'

'He tried to kill me!' the young man told the soldiers. He looked badly hurt.

'Tried to kill you!' my prisoner repeated with a laugh. 'Of course not! Do you think I could not do it if I wanted to?' He turned to the sergeant, 'I've escaped and could run away, but I stayed here because I wanted to give this man to you.'

'He tried to murder me,' the young man repeated, more quietly this time.

'He's lying!' replied the older prisoner. 'We were on trial together and he was just the same then.'

'That's enough!' the sergeant said. At that moment, my prisoner turned and looked straight at me. He said nothing. Then the group started to walk towards the river. After an hour, we arrived at the prison-ships.

Here, my prisoner spoke to the sergeant.

'I want to tell you something. I was hungry and had to eat. I stole some food from the village. I took bread, cheese, and a meat pie. From the blacksmith's house.'

The sergeant asked Joe if a pie had gone from his house.

'Yes, my wife realised it had gone just before you arrived,' Joe replied.

The prisoner turned to Joe and said, 'You are the blacksmith, then. I'm sorry I ate your pie.'

'That's all right. We don't know what you've done, but we don't want you to starve, do we, Pip?' Joe said quietly.

Joe and I watched as the two men were taken back to the Hulks.

A few days later, I saw Joe looking for his file. I loved Joe and knew that I ought to tell him the truth. But what if Joe did not want a liar as a friend? I decided I had better not say anything.

Episode 3: An unexpected invitation

It was now several years after that strange Christmas, and by this time I could read and write a little. As I learned more, I realised that Joe could not write, and was not able to read well, either.

'Have you never been to school, Joe?' I asked one day as we sat by the fire.

'No,' Joe said quietly. 'My father didn't let me go to school. That's why I didn't learn very much, Pip. He used to hit me. And my mother. It wasn't easy and my mother was very unhappy. That's why I keep quiet with your sister.'

'She's a difficult woman,' Joe went on. 'But when your parents died, she looked after you, and I thought that was very kind. She's a good woman, Pip. When I asked

her to marry me, I thought "poor little boy," and I told her to bring you with her to live at my house.'

I started to cry and I put my arms around Joe. I could not imagine finding a better friend.

* * * * *

A little later, Mrs Joe and Uncle Pumblechook arrived. They had been into town together. Mrs Joe took off her coat and looked at me.

'Now, if this boy doesn't thank me tonight, he never will,' she cried.

Joe and I did not know what to say.

After a moment, Mrs Joe spoke to me. 'Miss Havisham wants you to go to her house,' she said.

'Miss Havisham?' asked Joe in surprise.

'Yes, Miss Havisham!' cried my sister. 'She asked Uncle Pumblechook if he knew a boy who could go and play at her house. And because Uncle Pumblechook is so kind, and such a gentleman, he told her about Pip. Pip will stay with Uncle Pumblechook tonight. And tomorrow he'll play at Miss Havisham's. And he had better play, or there'll be trouble!' she warned.

Then Mrs Joe pushed me into the kitchen and washed and brushed me until it hurt. Then I was dressed in my best clothes and given to Uncle Pumblechook.

* * * * *



I was taken to Miss Havisham's big, dark house the next morning.

The front door was huge and many of the windows were covered. Uncle Pumblechook rang the bell.

A few minutes later, the door was opened by a young woman. 'What name?' she asked coldly.

'Pumblechook,' Uncle Pumblechook answered, 'And this is Pip.'

'Is it?' the girl said. 'Come in, Pip.'

We moved to go in, but the girl said, 'Miss Havisham doesn't want to see you,' and she refused to let Uncle Pumblechook in. She closed the door, and then I walked with her into the house.

She was beautiful and although she seemed older, I thought she must be about my age.

Inside the house it was very dark. Our only light was a candle the girl was now carrying. We walked a long way and went upstairs. At last she knocked on a door and opened it.

'Go in, boy,' she said.

I was frightened, but I walked in slowly.

It was a large, dark room which was lit by a few candles. I could see a very strange woman who was sitting down. She was wearing a long, white wedding dress. Her hair was covered in white, too, and she was only wearing one shoe – again white.

Then I realised that she was very old, and very thin. And the dress was not white any more, but was yellow and torn. Then she spoke.

'Come closer. Let me look at you,' the lady said.

I walked nearer. I was afraid to look at her eyes, so I looked around me. On the table next to her was the other white shoe and some expensive-looking jewels.

'Look at me,' said Miss Havisham. 'Are you afraid to look at a woman who hasn't seen the sun since before you were born?'

She put her hand to her chest and said quietly, 'My heart is broken! Broken … and I am so tired.'

She looked very unhappy for a moment, and then spoke again.

'I would like to see someone playing … So play for me!'

I could not move and said, 'I'm very sorry … I … don't think I can play just now.'

'Go to the door and call Estella,' Miss Havisham said, looking at me coldly.

I was very afraid, but I went to the door, opened it and called. After a few moments, I saw the light from Estella's candle as she walked towards the room.

Miss Havisham told Estella to come closer. She held a jewel up to the girl's pretty brown hair and then spoke quietly to her and smiled.

'These jewels will be yours one day. Now, let me see you play cards with this boy.'

'This common boy?' Estella replied.

'Yes,' said Miss Havisham.



So we began to play cards. I played badly, and Estella laughed at me. She looked at me and cried, 'His hands are so rough! And his boots are so heavy!'

I felt sad but said nothing. I lost the game.

As we started to play the second game, Miss Havisham said, 'She says many terrible things about you. But what do you think of her?'

'I don't want to say,' I replied.

'Tell me in my ear,' said Miss Havisham.

'She is very proud,' I whispered.

'Yes. What else?'

'And very pretty,' I said.

'Anything else?'

'I think she's very rude. And I would like to go home now.'

'When you have finished the game,' replied Miss Havisham.

Estella won the last game and threw the cards down on the table.

Miss Havisham said that she expected to see me again in six days. Then she turned to Estella and said, 'Take him downstairs. Before he goes, give him something to eat and drink.'

* * * * *

Estella took me downstairs and out into the light of the garden.

'Wait here, boy,' she said, and disappeared inside again.

She came back with some bread, meat and a drink, which she put on the ground. Did she think I was a dog? I was very upset, but I did not want Estella to see me crying. After she had gone I cried and cried, and kicked the wall with the heavy boots she had laughed at.

What seemed like ages later, Estella appeared and took me to the front door. She said, 'You've been crying a lot, haven't you? And you're nearly crying now.'

She laughed, and then pushed me through the door and into the icy street.

As I walked home to the forge, I thought of the things the beautiful Estella had said to me. I was common, and I had rough hands and boots that I now hated. I felt sad and ashamed.

Episode 4: At Miss Havisham's

When six days had passed, I returned to Miss Havisham's house. Again, Estella opened the big front door. She picked up her candle and I followed her through the house. As we were going up the steep stairs we met a tall, dark man with very little hair on his head, but thick eyebrows. The man stopped to look at me.

'Why have *you* come here?' he asked.

'Miss Havisham has asked me to come,' I said quietly.

'Has she? Then be a good boy!' the man said, and he walked on downstairs.

Miss Havisham was sitting in her room, which was exactly as it had been before. She was wearing the same yellow-white dress.

'So, you are here again,' Miss Havisham said. 'Go into the room opposite this one, and wait till I come.'

It was a big room and in the middle of it was a long table. There was something large and white on the table and I could see spiders climbing all over it.

Miss Havisham came into the room and put her hand on my shoulder. She pointed to the thing in the centre of the table.

'That,' she said sadly, 'is the remains of my wedding cake. They will bring me to lie on that table when I am dead.'

After a moment, she said, 'Help me walk, Pip.'

I started to walk, with her hand heavy on my shoulder, and we walked round and round the table together.

A long while later Miss Havisham said, 'Call Estella.'

Estella came, and Miss Havisham told us to play cards again. Estella looked as beautiful as before, and won every game. Estella then took me downstairs, without speaking a word, and out into the snowy garden. While I was waiting for my food I looked round. The garden was large and not very tidy. Suddenly, I noticed that a fair-haired boy had appeared beside me. He was taller than me, but about the same age, and he was wearing a grey suit.

'Hello,' he said. 'Who said you could look round?'

'Miss Estella,' I answered.

'Come and fight, then!'

Then, without warning, he pulled my hair and hit me as hard as he could. What could I do? I hit him, and was going to hit him again when he spoke.

'You want to hit me, do you?' he cried. He was dancing round like a boxer, and he was getting ready to hit me again.

I did not know much about fighting, but without thinking, I hit him again. And then he was lying on the ground, blood all over his face. He did not get up.

'That means you've won,' he said, breathing heavily.

I put out my hand to help him, but he refused to take it. I left him and went to find Estella, who was waiting near the front door. Her eyes were bright and I guessed she had seen the fight.

'If you want to kiss me, you can,' she said.

I kissed her on the cheek. Then I began to walk home.



* * * * *

For the next two or three years, I went to the house three times a week. Although Estella was sometimes kind to me, she was usually rude and made me unhappy.

I saw Miss Havisham every time I visited. I told her that when I was old enough I would work with Joe and become a blacksmith. But I also told her that I wanted to be educated and that I wanted to be a gentleman. I could not afford to get an education, and perhaps I hoped she could help me in some way.

One day, I was walking Miss Havisham rapidly around the room, when she stopped and looked at me. 'You're growing tall, Pip. You ought to start your work as a blacksmith. What's the name of that man you live with?'

'Joe Gargery,' I answered.

'Bring him to see me soon,' she said.

When I took Joe to see Miss Havisham a few days later, she gave him a small bag of money.

'Pip should now become your apprentice,' she said to Joe. 'He has been a good boy, so here are twenty-five guineas. You are an honest man and will not expect to have more.'

She then turned to me and said, 'You work for Joe now. I won't see you again. Goodbye, Pip!'

* * * * *

So I helped Joe to run the forge. I felt ashamed of my hands, which were dirty with coal, and of my home and life. I considered sadly what Estella would think of it all. The months passed, and I realized that I had to see her again. I told Joe I wanted to go to Miss Havisham's again, so he closed the forge for a day.

But when I rang the bell at Miss Havisham's house, the door was opened by a servant.

Miss Havisham was surprised to see me and said, 'You had better not want anything more from me, Pip.'

'No, Miss Havisham,' I replied. 'I just came to thank you again for the money and to tell you that I am doing well as an apprentice.'

'Then you can come and see me sometimes. Come every year on your birthday,' she replied. 'You've been hoping to see Estella, haven't you?'

I said nothing: I could not lie.

'She is not here,' said Miss Havisham. 'She is in France, learning to be a lady. And she is even more beautiful than she was before.' She gave me a hard look and laughed, which upset me.

I went out in the cold, icy wind and walked home sadly.

When I got home the house was full of people – something was wrong. I ran inside and saw my sister lying on the kitchen floor. Her head was badly hurt, and she was not moving.

While Joe and I had been out, someone had come into the house and attacked Mrs Joe. We did not know who, or why. But from that day, she never walked or spoke again. All she could do was sit in a chair.



Episode 5: Great Expectations

After Mrs Joe was attacked, we needed someone to look after the three of us, and so then Biddy came to live at the forge.

Biddy was a kind girl and I liked her, but she was not beautiful or educated like Estella. She was just a young girl from the village.

I could not forget Estella. Each year I went to Miss Havisham's dusty house on my birthday, and I always hoped to see Estella there. But I never did.

One hot summer afternoon I took Biddy for a walk. We walked past the graveyard to the edge of the river. There we sat down and watched the ships and fishing boats.

'If I tell you something, will you keep it a secret?' I asked Biddy. She agreed.

'I want to be a gentleman,' I said quietly.

'But why, Pip?' Biddy asked kindly. 'Do you mean you aren't happy as you are?'

'Yes, I'm very unhappy! I hate the fact that I'm common, and I hate being a blacksmith,' I explained. 'But if I no one had told me I was common, I wouldn't have thought about it. Then perhaps I would still be happy.'

'Who said you were common?' Biddy asked.

'The young lady at Miss Havisham's house,' I answered. Then I told her more. 'She's the most beautiful girl I've ever seen and I love her very much. If I were a gentleman, she might love me too.'

Biddy thought for a few moments. Then she said, 'I think that young lady was very rude to you. And if she doesn't like you as you are, then I believe you should forget her.'

'I think you're right, Biddy,' I said sadly, 'But I love her so much.'

I was very upset and started to cry. Biddy put her arm gently around me.

After a while, I stopped crying and Biddy said, 'Thank you for telling me, Pip.'

I thought then, that if I could fall in love with Biddy, I would be a happy man. But I knew I could not – I could only think of Estella, although she was miles away.

Perhaps Miss Havisham could save me from my unhappiness. If she gave me money for my education, I could become a gentleman. Then Estella might feel differently about me and perhaps love me.



* * * * *

I had been Joe's apprentice for about four years when he and I went to the village inn one evening. We were talking with friends near the fire when I noticed a tall man with dark skin and heavy eyebrows. I realised that it was the man I had seen many years before at Miss Havisham's house. He stood watching us for a while and then walked slowly towards the fire.

'Is there a blacksmith called Joe Gargery here?' the man said loudly.

'Yes,' replied Joe as he stood up.

'Is Pip, your apprentice, here?' asked the man.

I jumped up and answered, 'I am!'

'I would like to talk to you both alone for a little while.' He was speaking more quietly now. 'Perhaps we had better go to your home.'

The three of us left the inn without another word and the man did not speak again until we were sitting down inside the house.

'My name is Jaggers, and I am a lawyer. I must tell you that the person who sent me does not want to tell you their name,' the man said. 'I was told to give you a message … and that message is that Pip has great expectations!'

Joe and I were too amazed to speak.

'I have been asked to take Pip to London with me where he will be educated. He is going to become a gentleman. I will look after him there, and when he is twenty-one years old he will become a very rich man,' Jaggers went on. 'I hope you will not stop him leaving the forge and this village,' he said to Joe.

'No! Of course not,' answered Joe quickly.

My dream had at last become a reality! And I was sure that Miss Havisham was the person who wanted her name to be a secret. She was the one who was going to help me!

'Now, here is the rest of what I have to tell you …'

I listened carefully to what Mr Jaggers went on to say.

'Unless you agree to two things, I cannot take you with me. First, you must always keep the name Pip. Secondly, the name of the person – this person who will make you very rich – has to remain secret. One day, that person will come and speak to you, but I do not know when or where that will be. Until that day comes, however, you must not try to find out this person's name. Do you agree to these things?'

'Yes, I do!' I answered quickly.

'Good,' Mr Jaggers said. 'Now, I was also given some money, and I was told to use this money to pay for your education. There is a man called Mr Matthew Pocket, who is a private teacher. If you agree, you will live with him in London and he will educate you.'

I thought for a moment. I knew the name Pocket. I had heard Miss Havisham talk about someone with that name before.

'Well?' Mr Jaggers said.

I told him that I would be very happy to stay with Mr Pocket.

'Good,' replied Mr Jaggers simply. He got out a small bag and said, 'Here are twenty guineas. You will need to buy some smart, new clothes before you come to London. Now, can you come to London next week?'

I looked at Joe and said, 'Yes, I think I can.'

'Well, Joe Gargery,' said Mr Jaggers, 'I was told to give some money to you, too.'

'To me? Why?' Joe asked.

'Because you are losing your apprentice, of course,' Mr Jaggers answered.

Joe carefully put his hand on my shoulder and said quietly, 'Pip is free to go and find his new life. But if you think that money will make me as happy as having my very good friend Pip with me, then you are wrong!'

It seemed that Joe was about to cry, and I loved him for what he had said.



* * * * *

During the week that followed I bought new clothes and went to see Miss Havisham to say goodbye.

The evening before I left the village, I put on one of my new suits for Biddy and Joe to see. We ate a wonderful hot meal together and I enjoyed spending the evening with them. I was excited about my future, but I was sad to leave my best friends.

I was going to leave for London the next morning. I imagined walking through the village to the coach in my new, smart clothes. I am sorry to say that I was ashamed of Biddy and Joe, and so I told them that I wanted to walk there alone.

When the morning came, I said goodbye to Mrs Joe and left the house. I waved to Biddy and Joe, who were both crying, and then turned and proudly walked away. I was about to start a new life in London – I was a man of great expectations!

But then, after I had walked for a while, I started to cry. I felt terribly sad that I was starting this five-hour coach journey alone. I thought of my great friend Joe. If I had not been so proud, Joe would have been with me at this important moment in my life.

Episode 6: Following a new path

At last the coach arrived in London. The city was huge, dirty and full of people. I had never seen anything like it before.

I went to Mr Jaggers' office, which was not far from the place where the coach to London had stopped. It was early afternoon when I found an open door with the name 'Mr Jaggers' on it. I walked in and saw a man sitting behind a desk.

'Is Mr Jaggers here?' I asked nervously.

'You're Mr Pip, aren't you?' the man said. 'Mr Jaggers is out but he will be back soon. If you want to, you can take a seat in his office,' and he pointed to a small, dark room behind him.

Mr Jaggers finally arrived. 'Mr Pip, you will stay at Barnard's Inn, with Mr Herbert Pocket,' he said. Herbert was Mr Matthew Pocket's son. Mr Jaggers then gave me some money to spend during my first few months in London. It seemed a lot to me.

'I will be watching the way you spend the money. But of course, you'll get into debt sooner or later,' he said coldly.

My new home was not the sort of thing I had expected. It was in a dirty street and was small, old and looked empty. I opened the front door and walked to the top of the stairs. There was another door with the name 'Mr Herbert Pocket' on it, but no one was at home.

Minutes later a young man with a friendly face appeared on the stairs. He was carrying some paper bags.

'Your name's Mr Pip, isn't it?' he said as he started to open the door. 'I've just been to the market. You haven't been waiting for long, have you?'

My mouth fell open in surprise as I looked at the young man.

Herbert went on, 'My father says you will be living here with me for a few …' he had suddenly stopped talking and was looking at me. 'You're the boy I had a fight with at Miss Havisham's house!' he cried.

'And you,' I said, 'are the boy in the grey suit!'

He put the paper bags down and we both started to laugh.

Later, as we were eating dinner, Herbert told me about the day we had met. 'Miss Havisham had asked me to visit her, and I didn't mind going. I thought she might make me rich. But she didn't. And I thought she might want me to marry Estella – you met Estella, didn't you? But no.'

'And who is Estella? Why does she live with Miss Havisham?' I asked.

'It's all a bit complicated,' Herbert began. 'Estella isn't related to Miss Havisham – she is adopted. She's a horrible young woman. Miss Havisham hates men and as a result, she has taught Estella to do the same.'

He went on, 'Miss Havisham is my father's cousin. When Miss Havisham's father died, she and her brother became very rich. But her brother spent all of his money and therefore got into debt. He lived a bad life and had friends who were not gentlemen. Miss Havisham fell in love with one of these friends and they soon made the decision to get married. My father was against the marriage, but Miss Havisham did not listen.'

'But they didn't get married, did they?' I asked.

'No. On the morning of their wedding day the man sent Miss Havisham a letter which simply said he could not marry her. And then he disappeared.'

* * * * *

A few days later I went to Mr Matthew Pocket's house and my education began. At the house I met Bentley Drummle, another young man who was living and studying there. I did not like him. He was rich, proud and very rude. Although I now had a room in Mr Pocket's house, I also decided to keep the room I had with Herbert. He and I had become friends and he was very helpful – he showed me how to dress, talk and eat like a gentleman.

Soon after my education had begun, Mr Jaggers invited Bentley Drummle and me to his house for dinner.

Mr Jaggers gave us some expensive wine and we ate a delicious meal. The evening was going well, but then I became angry with Drummle, who had drunk too much. He was being rude, and kept saying how clever and strong he was. Soon we were shouting at each other.



Mr Jaggers had a servant – a woman with long, dark hair and strange eyes. As she was picking the empty plates up, Mr Jaggers suddenly cried, 'If you want to see real strength, look at Molly's arms!' I turned and saw that he was holding her arms. She looked very frightened.

'There's power in these arms,' Mr Jaggers said. 'They are the strongest arms I have ever seen.' Then he said, 'You can go now, Molly.'

The evening had not ended well and I now disliked Bentley Drummle even more. I was happy when, after only four weeks, Drummle's studies finished and he left Mr Pocket's house.

* * * * *

Several months later, a letter arrived from Biddy. Joe was going to come to see me the following day. I had not written to Joe and Biddy or visited them since I had come to London. I wanted to forget my old life and I was not sure that I wanted to see Joe.

Joe arrived the next day, and he was dressed in his best clothes. He looked very happy to see me, but it was clear that he felt very uncomfortable. He refused to take a seat and kept calling me 'sir'.

'Joe, you must stay for dinner,' I told him.

'No, sir, that would not be right. I have come to see that you are well and to tell you something. Then I must go back home, because London is not for me – I am not a gentleman.'

I said nothing.

'Sir – Pip – the thing I have to tell you is that Miss Havisham would like you to visit her. Estella has come home and wants to see you,' said Joe carefully.

Estella wanted to see me! And Miss Havisham had asked me to visit. 'Therefore,' I thought, 'she must want me to marry Estella.' I was very happy and made the decision to visit them the very next day.

Episode 7: Hope and sadness

My coach left London early the next afternoon. All I could think about on the journey was seeing Estella again. I rang the bell at Miss Havisham's house as I had done many times before. A servant came to the door, and I walked alone to Miss Havisham's dusty room. When I opened the door, the old lady was sitting in her chair as usual and was looking at the fire. Sitting next to her was a very beautiful woman who I did not know.

'Well, Pip?' said Miss Havisham.

'I heard that you wanted to see me,' I said.

Then the young lady turned her face to look at me. It was Estella's face!

'She's changed, hasn't she, Pip?' Miss Havisham asked. 'She's beautiful, isn't she?'

For a moment I could not speak. Estella was now a very beautiful woman and I loved her more than ever.

Later, when Estella had left the room, Miss Havisham asked me again, 'Do you think Estella is lovely, Pip?'

'Yes, she's very beautiful,' I replied quietly.

'Then love her, love her, Pip!' Miss Havisham suddenly cried. 'If she likes you or hates you, love her!'

'Give everything to her,' Miss Havisham whispered, 'everything for love – just as I did!'

She was very upset and started to cry as she turned away from me.

As I was leaving the house I saw Estella again and we talked for a while. I told her that I had become very good friends with the boy I had fought in the garden years ago – Herbert.

'Well, since you are now a gentleman, of course you cannot keep the friends you had before,' Estella replied coldly.

And then she said, 'There is something I must tell you, Pip. I have not changed,' she said. 'I have no love in my heart and I never will.'

I was sad to hear these words, but I refused to accept them. My dream of marrying Estella could still become a reality. I felt sure that she would grow to love me.

* * * * *

I had planned to visit Biddy and Joe later that day. But I could not forget Estella's words about changing my friends. I felt ashamed of Biddy and Joe. Because of this, I returned to London that afternoon without visiting them.

I got off the coach in London and went to see Herbert. I wanted to tell him how I felt about Estella.

'My dear Herbert,' I began, 'I am about to tell you something that no one knows about … I am in love with Estella.'

'Ah, yes. I thought so,' said Herbert and smiled.

'You ought to be careful, Pip,' he went on. 'In my opinion, she will only make you unhappy.' Then he said gently, 'You could try to forget her for a while, couldn't you?'

'No!' I replied.

'Then there is nothing more to say,' Herbert said quietly and smiled. 'Apart from something that I wanted to tell you.'

I looked at him and waited.

'I am in love as well, and I want to get married!' he cried.

'Really!' I said in surprise.

'Her name is Clara and she lives with her father, who is disabled,' he explained.

We were both in love, but we both had a problem. Although Clara loved Herbert, Herbert was poor. He needed to make some money before he could afford to marry her. I loved Estella and was going to be rich, but Estella did not love me. And I did not know if that could ever change.

* * * * *



My life in London was good, but I was spending too much money on new clothes, the theatre and fine restaurants. I was soon in debt. However, I knew that on my twenty-first birthday, I would become a rich man. If I could deal with my money problems for just a few more years, then everything would be fine.

During this time I received a short letter from Estella.

I am coming to London in two days' time on the midday coach. Miss Havisham would like you to meet me when I arrive.

Yours,
Estella

I was very excited and the two days passed very slowly. When I finally saw Estella's face as she got off the coach I thought that she was more beautiful than ever before.

'Please take me to Richmond,' she said. 'It is a journey of ten miles.'

'What will you do in Richmond?' I asked.

'I am going to live with a lady there. She will introduce me to all the important people of London.'

Estella was as cold and as proud as ever. But I still loved her and tried to see her as often as possible while she was in London.

* * * * *

Time passed while I was busy spending money and waiting for Estella outside her house, I did not see or write to Biddy and Joe. Then one day I heard that my sister, Mrs Joe, had died.

I went to the village to see Joe and Biddy. Later, we all went to the graveyard and stood where my parents' graves were. I watched as my sister was buried with them in that lonely place.

That evening when I was alone with Biddy I said, 'I will come to see Joe often now that Mrs Joe has died.' Biddy did not speak.

'Biddy, you heard what I said, didn't you?' I asked.

'Yes, Mr Pip,' Biddy answered.

'Well?' I said angrily.

Biddy looked into my eyes and spoke carefully and slowly, 'Are you sure that you will come and see Joe often?'

'Biddy!' I cried, 'I cannot believe that you have just said that.'

The next morning I said goodbye to Joe. I told him to expect to see me soon and often, and then I returned to London.

But I did not see Joe soon, and I did not visit often. In fact, I did not visit him at all. In London all I could think of was Estella, and spending more money than I had. Biddy had been right to question me.

After years of waiting, Mr Jaggers called me to his office on the day of my twenty-first birthday.

'Congratulations, Mr Pip,' he said. 'Have a seat.'

I sat down.

'Now, take this,' he said and held out a small piece of paper to me.



'This is a banknote,' I said in surprise, 'for £500!'

'Yes, that's right. It's a lot of money, isn't it? And every year you will have another £500. Every year until you finally meet the person who has given you your expectations,' explained the lawyer.

So at last I could pay my debts. I was now rich and followed Estella around London to many plays, concerts, parties and dances.

At one dance I was surprised to see that the ever more rude and unpleasant Bentley Drummle was there. It was very clear to me that Drummle liked Estella very much, and that Estella was enjoying the attention.

When Estella was alone, I took the opportunity to speak to her, 'Drummle is stupid and rude, but you laugh and smile at him. You never smile at me. Why, Estella?' I asked.

Estella seemed angry and said, 'Do you want me to lie to you as I lie to him?'

'Do you lie to him, Estella?' I asked.

'Yes. Of course. I lie to all the men around me apart from you, Pip,' she said.

Then she looked at me and said, 'But will you never listen to my warning?'

'What do you mean?' I replied.

'Miss Havisham has taught me to be proud and hard. She has taken away all love from my heart. Don't fall in love with me since it will only make you very unhappy.'

Episode 8: Abel Magwitch

I was now twenty-three years old, and I was still living with Herbert, although he had just gone away to France for a few days. He had his own business and was beginning to make a lot of money.

The weather had been terrible all day and it was a very wet and windy evening. I was alone in my room, reading a book, when I heard something. Someone was coming up the stairs.

When I opened the door I saw an old man with long, grey hair. He was wearing rough clothes, and he looked tired.

'Who are you looking for?' I asked.

'Mr Pip,' he said. I saw that he was smiling and reaching out to me with his arms. This surprised me and made me nervous.

'Do you want to come in?' I asked.

'Yes, master,' he replied. I took him inside and watched as he looked round the room, and at me. He sat down in a chair near the fire.

'What do you want?' I asked.

'You don't recognize me, do you?' he replied, and he looked into my eyes. 'That's sad. I've had a difficult journey and come a long way to see you.'

At that moment I suddenly knew who he was. I could not speak. He was the prisoner I had helped all those years before!

'I've never forgotten the way you helped me, Pip,' he said as he moved towards me.

'No!' I cried. 'If you've come to say thank you, then there's no need. It was a long time ago. Our lives are very different now and I don't want …' I saw that the old man was crying, so I stopped speaking.

After a few moments I asked him gently, 'How have you been living?'

'I've been working as a sheep farmer in Australia. I've done very well, and have made money,' he replied.

'That's good,' I said.

'And I can see that you have become a gentleman. Can I ask you a question? How has this happened?'

'I … I have been given some money,' I replied.

'And how much money? Can I guess?' the man asked. 'Could it be … five hundred pounds – five hundred pounds each year?'

I stood up. I could not speak. I was very frightened.

'And who has looked after this money for you. Is it a lawyer by the name of Jaggers?' he went on.

I gave a cry and fell back into the chair.

'Yes, Pip,' he said. 'I'm the one who's given that money. That day you helped me, I made a decision. I wanted to make you a gentleman. So all my money has been sent to you. I've made you rich – I've made you a gentleman!'

He came closer, then took my hands and kissed them. I could not move.

He looked at my face. 'And you've grown handsome, too,' he said and smiled. 'And there's a beautiful girl, I'm sure. She'll be yours, if money can help you.'

Estella! I could not think of her.

'It wasn't easy to come here, Pip. It was very dangerous and I'm not safe now.'

'Why?' I asked him in surprise.

'I was sent to Australia for ever,' he whispered. 'If I'm caught here, I'll be hanged. Hanged by the neck till I'm dead!'

It was late, so I took him to Herbert's room and he went to sleep.

I sat for hours by the fire, thinking and worrying. Everything had gone horribly wrong. I could not accept money from an escaped prisoner. Therefore I had no expectations, and Estella could not be mine. All of my time with Miss Havisham had been for nothing – she had had no plans for Estella and me. And I had forgotten and hurt Joe and Biddy, too – and all of this because of that man asleep in Herbert's room.

The next morning I was still very upset. What was I going to do? While the old man was eating breakfast rapidly and noisily like an animal, I said, 'I don't even know your name.'

'It's Magwitch,' he said, 'Abel Magwitch.'

'How long are you going to stay in England?' I asked quickly, full of worry.

'How long?' he said, looking at me. 'For ever. I'm not going back.'

* * * * *

Later that day I cut Magwitch's hair and went out to buy him clothes. He washed and dressed in the new clothes, but he still looked rough and frightening to me.

In the afternoon, Herbert arrived from France. When he walked in and saw Magwitch in the chair by our fire, he looked surprised.



'Herbert,' I said, 'something very strange has happened and I need to talk to you.'

After I had told my good friend everything, I asked him, 'What should we do?'

He thought for a few moments and then said, 'Magwitch, you must leave England. You should go to France or Germany. There you will be safe.' Then Herbert turned to me and said quietly, 'And in my opinion, you ought to go with him, Pip.'

That evening I thought long and hard. This terrible man had made me a gentleman. He had risked his life to come and see me. The facts made me so unhappy, but I had no choice – I had to help him. Herbert was right.

But if I was going to help Magwitch, then I needed to know more.

'Can you tell me what happened, all those years ago?' I asked him the next morning.

He slowly sat down by the fire and began to speak.

'The man I fought with that night was called Compeyson. I first met him more than twenty years ago. I thought he was a gentleman, but he was a bad man and a liar. He asked me to help him with his plans. But he was clever and he wanted to make sure that I went to prison if we were caught, not him.'

'Compeyson had a friend, a man with a rich sister. The two men were very bad to her and stole her money.'

I looked at Herbert. Could the man be Miss Havisham's brother? And Compeyson the man Miss Havisham had fallen in love with?

'Later, the man died,' Magwitch went on, 'and then we were caught. I found Mr Jaggers, who was a good lawyer, and asked him to help me. I paid him everything I had. But it was no good. We were both sent to prison. But I got fourteen years and Compeyson was only given seven.

'I hated Compeyson and one day on the Hulks I attacked him and cut his face. Then I escaped and hid in the graveyard – and there I met you, my young friend. You told me that Compeyson had also escaped. I looked for him, caught him and gave him back to the soldiers. And then I was sent to Australia for the rest of my life.'

'And where's Compeyson now?' I asked quietly.

'I don't know. But if I ever see him again, I'll cut his head off before he cuts off mine!'

If Compeyson was now a free man, then Magwitch was in danger in London. Herbert and I started to make plans to help Magwitch get away from England. We decided to buy a small boat and use it to take him secretly down the river Thames at night. There, near the sea, we could get him onto one of the big ships and he could go to Europe.

Episode 9: Secrets from the past

I found out that Estella was staying with Miss Havisham, and I decided to visit them both for the last time. When I arrived, they were sitting together in Miss Havisham's room, watching the fire. Estella looked up at me through her long, dark hair as I came into the room.

'Miss Havisham,' I said, 'I have been told the name of the person who has made me a gentleman, and this discovery is not good news. I am very disappointed that you allowed me to think that it was you. It was not a kind thing to do.'

'Kind?' Miss Havisham shouted angrily, 'Why should I be kind?'

'You paid me for my time here years ago, and I expect nothing more,' I said calmly, 'but I have come to ask for some money for my good friend Herbert Pocket, not for myself.'

'A year or two ago I helped Herbert to set up his own business,' I explained, 'but now he needs money to make it grow. I cannot take more money from the person who has made me a gentleman, so I am now asking you.'

Miss Havisham just looked at me coldly.

I turned to Estella, who was again looking at the fire.

'Estella,' I said nervously, 'I have no hope left that you will ever be mine. But I have to tell you that I love you very much and always have.'

Estella looked up at me with her sad, dark eyes. 'I have told you before,' she said angrily, 'that the word "love" means nothing to me. And I should tell you that I am about to be married. To Bentley Drummle.'

* * * * *

When I arrived back in London I was very tired and upset. Estella's news had hurt me terribly.

Herbert looked very worried when I got home. He told me that someone had followed him in the street. He thought that Compeyson was in London and was looking for Magwitch.

'It's good to see you, dear boy,' said Magwitch. 'We've told Jaggers everything. I think I'm safe here, but we should leave soon.'

Not long after, Mr Jaggers invited me to his house. We sat down to have dinner and Molly, his servant, came into the room. As she moved forwards her long, dark hair fell across her face and she looked up at me with dark, sad eyes.

That look, those eyes – I felt that I had seen them somewhere before. Then suddenly, I thought of Estella.

Mr Jaggers saw me looking at Molly with wide eyes and an open mouth. After she had left the room I quietly said, 'Is Molly ...' but before I could finish Mr Jaggers simply said, 'Yes, Pip.'

Molly was Estella's mother!

As I was leaving Mr Jaggers' house, he told me that Miss Havisham wanted to talk to me. I was surprised, but I went to see her the next day and found her sitting by the fire.

We talked for a while and she agreed to help Herbert. Then she wanted to know if I was terribly unhappy.

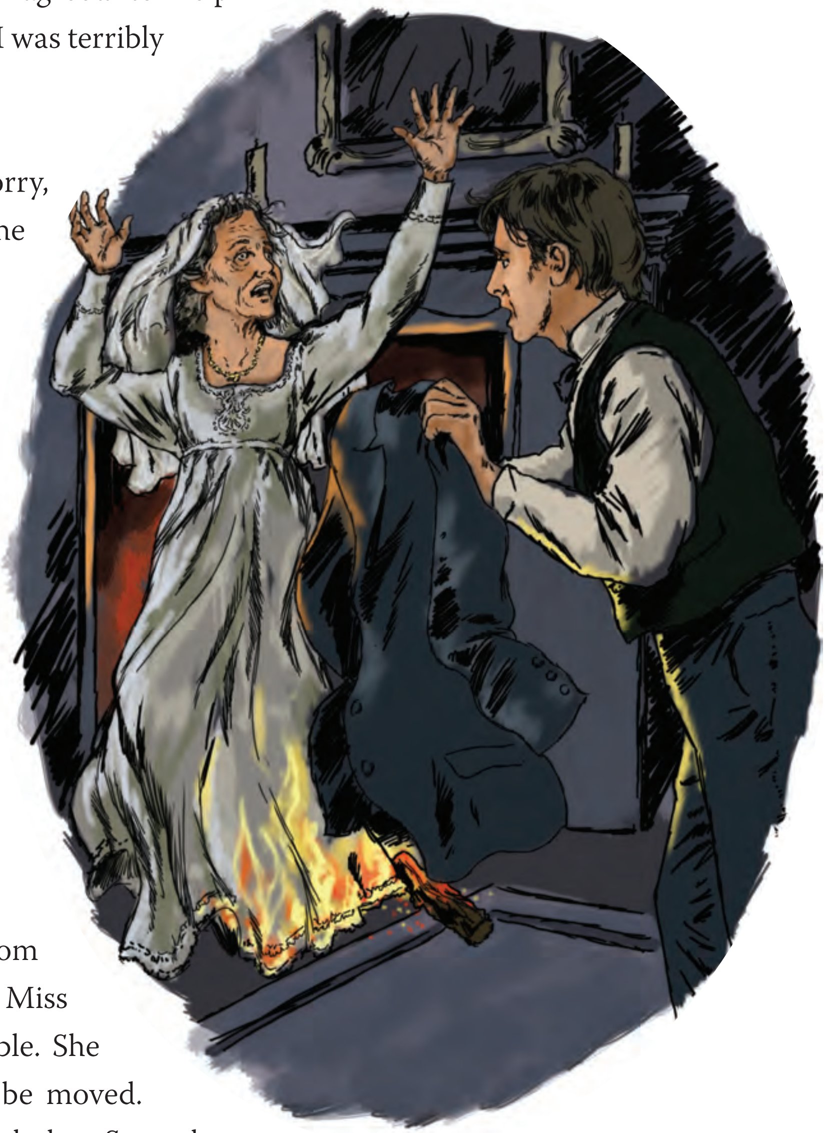
'Yes, I am,' I said.

'Oh, what have I done? I am sorry, so sorry, Pip,' she cried and fell to the floor.

'You should also say sorry to Estella. You have made her the cold person that she is,' I said.

'Yes, you are right!' Miss Havisham cried.

I helped Miss Havisham back to her chair near the fire and then I walked to the door. As I turned to say goodbye I saw that her dress was on fire. She stood up and cried out in horror. I took off my coat and threw it over her as she cried out again.



Servants came running into the room and with difficulty helped me to pick Miss Havisham up and put her on the table. She was very badly hurt and could not be moved. The doctor came, but he could not help her. Several weeks later I heard that she had died.

* * * * *

The fire had burned me as well and I needed time to get better in London. The weeks passed and we began to know Magwitch better.

'Magwitch and I have talked a lot,' Herbert said. 'He told me that he used to be married, and that his wife was very rough. Years ago she had a fight with another woman, and the woman died. They said it was murder.'

I looked at Herbert in horror.

'She was put on trial,' Herbert went on, 'but Mr Jaggers was her lawyer, and she didn't go to prison.'

'What happened to her?' I asked.

'She disappeared with their young daughter about twenty years ago. Magwitch was very upset since he loved the child very much. He never saw them again.'

'Twenty years ago?' I asked slowly.

'Yes,' Herbert answered. 'And I think you became important to him then because you were about the same age as his own child.'

I thought for a moment and then said, 'I think Abel Magwitch could be Estella's father!'

As soon as I had the strength, I went to talk to Mr Jaggers.

I told him everything I knew and the things I had guessed. Then I said, 'Some very sad things have happened to these people. I think we should tell them the truth.'

'Your guesses may be correct,' said Jaggers. 'But do you think the truth would help any of them now? Would the truth make the mother happy? Or the father? Or the child?'

I thought of Estella. Although she was the daughter of a prisoner, she now had a proud husband from a rich family. If she discovered the truth, it would be a disaster for her. Mr Jaggers was right.

* * * * *

The time had come for me to leave the country with Magwitch. We had bought a rowing boat and knew about a ship that was soon leaving London to go to Germany.

One morning, Magwitch, Herbert and I went to the river and climbed into the small boat. As we started our journey, Magwitch spoke to me in a gentle voice.

'Thank you, my dear boy.'

'If everything goes well, you will be a truly free man soon,' I told him. We travelled slowly down the river all day and far into the night until we finally stopped at the river's edge. We now had to wait for our ship.

Several hours later I saw the ship, and we quickly started to row towards it. As we got nearer the huge ship, I could see the big paddles turning rapidly and noisily. I then saw a boat moving behind us. Soon I realized, with horror, that it was following us closely. I could see four men in it and one was shouting.



'You have a man called Abel Magwitch in your boat. Stop and give him to us!'

Both boats were very near the frightening paddles now. Suddenly, Magwitch stood up and pointed to one of the men in the other boat.

'Compeyson!' Magwitch shouted. He reached forward and pushed the man into the water. At that moment our boat was hit by the paddles and we too were thrown into the water. Minutes later we were all pulled into the other boat, but the paddles had hit Magwitch and he was badly hurt.

As for Compeyson, he was lost in the water and was never found.

Magwitch was put on trial and was sentenced to death by hanging. However, he was very ill, and he was sent to a hospital first. I visited him there every day, but it was clear to me that he was going to die very soon.

'Dear boy,' he whispered one day. 'Thank you for everything you have done for me. It means a lot to me.'

'Dear Magwitch, I have something to tell you,' I said quietly.

'Years ago you had a daughter, who you loved and lost,' I said slowly. 'I want you to know that she is alive and is a beautiful lady. And I am in love with her.'

Abel Magwitch had very little strength left, but he picked up my hands and kissed them. He smiled and then closed his eyes – for ever.

Episode 10: Times of change

The months after Magwitch's death were full of difficulty and worry. Before he died, Magwitch had told me that he wanted me to have all of his money. But the court took everything he had and left me with my huge debts.

At this time, Herbert's business took him to Egypt. I was alone, and I became very ill. I stayed in bed and had frightening dreams. My dreams were full of all the terrible things that had happened to me – the boat under the paddles, Miss Havisham crying out and other strange things. But more than anything I saw Joe's face again and again.

When the terrible dreams finally went away. I opened my eyes. I was amazed to see Joe sitting next to my bed.

'Joe?' I said, 'Is that really you?'

'Yes, it is, my dear Pip,' he replied.

'Oh, Joe, you must be angry with me,' I said. 'You've always been so kind, and I've been so bad to you.'

'We'll always be the best of friends, Pip,' Joe said gently. 'You'll soon be well again.'

'Have you been looking after me for a long time, Joe?' I asked.

'For a few weeks. We heard that you were ill, so Biddy told me to come, and I came the same day. I must write to her and tell her that you're getting better.'

I realised later, as I saw Joe carefully writing that letter, that Biddy had taught him to read and write. I felt very proud of Joe.

I started to feel much better and I enjoyed spending time with my good friend. However, I noticed that as I got better, Joe became more uncomfortable and more embarrassed. I wanted to tell him everything – all about Magwitch and how I was now poor, and had no expectations. But Joe was not interested. He did not want to hear about it.

'Pip, the past is the past,' Joe said.

Late one night, when I went to bed, he came into my room and put his big hand on my shoulder. 'Goodnight, sir,' he whispered.

The next morning I went into his room to talk to him, but he had gone. I picked up a short letter he had left on the table.

Now that you are well again, I think you will do better without me.
Always the best of friends,
Joe

I later found out that Joe had paid all my debts for me before he left.

* * * * *

I did not have to make plans. I knew what I needed to do. I would go back to the village and ask Joe if I could live with him for a while. I thought of Biddy, dear, kind Biddy. I would go to her, tell her how much I had learnt and say sorry to her. Then I would ask her to marry me.

The village was more beautiful than I remembered. I walked slowly through the streets in the warm summer sun. As I got near the forge, I saw that it was closed. I wondered why this might be, and then suddenly, I saw Biddy and Joe. They were standing in front of the house, and they were holding hands.

'Joe, you look so smart,' I said. They looked very happy and ran to meet me. 'Biddy, you look wonderful!'



'It's my wedding day, Pip!' said Biddy. 'And I'm married to Joe!'

I suddenly felt very tired and weak and I was taken inside to sit down.

After a while, I told Biddy that she had the best husband in the world. 'And Joe, my dear Joe, Biddy will make you very happy,' I said and I smiled at them both.

'Thank you so much for everything you've done for me,' I said. 'I won't rest until I've made enough money to pay my debt to you, Joe.

'If you have a child, a boy like me,' I went on. 'Tell him how I love you both. He will grow up a better man than me. I hope that you can both forgive me for the way I've been.'

'God knows that I would forgive you,' Joe said. 'But, dear Pip, there is nothing to forgive!'

'That's right, Pip. Nothing to forgive,' Biddy added gently.

* * * * *

My dreams of marrying Biddy and living happily in my old village had gone. I decided that I would go to Egypt and work for Herbert. He gave me a job as a clerk. The business was going well and we both made a lot of money. In just a few years Herbert was able to marry Clara and I had sent Joe's money back to him.

After eleven long years in Egypt, I came back home to England. On one cold December evening I returned to the village and walked to the forge. When I got to the house I carefully opened the door and looked in. I saw Joe quietly sitting by the fire and it reminded me of the times I used to sit there with him as a child. And then I saw a little boy, sitting close to Joe.

Joe looked up. 'He's called Pip, after you,' he said. 'We hoped he would grow to be a little like you, and we think he has!'

I told Joe that I was very happy for them.

The next morning I took little Pip for a walk and showed him my parents' gravestones at the church. I liked him very much. That evening I asked Biddy if she would let Pip come and stay with me sometimes.

'No Pip,' Biddy said and smiled, 'If you got married, you could have children of your own.'

'That's what Herbert and Clara tell me,' I answered. 'But I'm getting older now. I don't think I will ever marry.'

'Dear Pip,' Biddy said quietly, 'Are you still disappointed about Estella?'

'No, not any more,' I replied.

'Tell me as an old friend,' Biddy said kindly, 'Have you really forgotten her?'

'My dear Biddy, I haven't forgotten any of the important things that have happened to me,' I answered. 'But that dream has gone, yes, it's gone.'

I had heard that Estella's marriage had not been good, and that she had been very unhappy. I also knew that her husband, Bentley Drummle, had died.

I was curious to see Miss Havisham's old house one last time. But when I got to the place, I saw that it was gone. All that remained was the garden, which was rough

and untidy. I walked in and looked round in the light of the evening moon. I was puzzled to see that there was someone already in the garden. The person seemed to be a woman. As I walked nearer, the woman suddenly spoke my name.

'Estella!' I cried.

'I have changed a lot. I am surprised that you recognize me,' Estella replied.

Yes, Estella looked different. She looked older, but she was still beautiful and her eyes seemed warmer. We sat down together and talked.

'It is strange that we should see each other here, Estella, where we first met,' I said. 'Do you often come back?'

'No, I have never returned until today. This is all mine now. It is all I have left. And you,' she asked, 'have been working far away with Herbert, haven't you?'

'Yes,' I answered. 'I have been working hard to make enough money.'

'I have often thought of you, Pip,' Estella said.

'Have you? You have always been in my thoughts,' I answered.

'I have had a difficult few years, but I think they have made me a better person. Be kind to me now as you were all those years ago. Allow us to leave each other today as friends.'

I reached out and took her hand and we walked together out of the garden. As we left the old place behind I felt calm and full of hope. We were friends. More than that, I knew in my heart that we would not leave each other again.



Key words

EPISODE 1

ankle /ˈænkl/ *n* قولەپێ

are buried /ɑː ˈberiːd/ *v* بەخاك سپێردرابوون

blacksmith /ˈblæksmɪθ/ *n* ئاسنگەر

chain /tʃeɪn/ *n* زنجیر

Christmas /ˈkrɪsməs/ *n* جەژنی سالّی نوێی زاینی
Christian festival on 25th December to celebrate the birth of Jesus

complained /kəmˈpleɪn/ *v* سکالاّدەکات

fear /fɪə/ *n* ترس

file /faɪl/ *n* برپەنگ

fired /ˈfaɪəd/ *v* تەقەی کرد

foggy /fɑgi/ *adj* (from **fog**) تەماوی

forge /fɔːdʒ/ *n* دوکانی ئاسنگەر

fort /fɔːt/ *n* قەلاّ

gentle /dʒentl/ *adj* جوامێر ، بەڕێز

gravestone /ˈgreɪvstəʊn/ *n* کێلی گۆڕ

graveyard /ˈgreɪvjɑːd/*n* گۆڕستان

guns /gʌbz/ *n* تفەنگ،چەك

hulks /hʌlks/ *n* قاوغی کەشتی کۆن In the early 19th century, large numbers of people were put in prison – often for doing little or nothing wrong. The prisons on land were too full, and so prisoners were often kept in old ships – hulks – that were not strong enough to sail any more.

iron /aɪən/ *n* ئاسن

kind /kaɪnd/ *adj* بەبەزەیی

locked /lɒkd/ *participle adj* from lock داخراو

murder /ˈmɜːdə/ *v* دەکوژێت

pie /paɪ/ *n* کولێرە بەقیمە

sir /sɜː/ *n* گەورەم

steal /stiːl/ *v* دزین

thick /θɪk/ *adj* ئەستوور

EPISODE 2

delicious /dɪˈlɪʃəs/ *adj* بەتام،خۆش

fork /fɔːk/ *n* چەتاڵ

handcuffs /ˈhændkʌfs/ *n* کەلەپچە

horror /ˈhɒrə/ *n* تۆقاندن

liar /ˈlaɪə/ *n* درۆزن

lying /laɪɪŋ/ *v* درۆکردن

on trial /ɒn ˈtraɪl/ *phr* لەدادگا

sergeant /ˈsɑː dʒ(ə)nt/ *n* عەریفی پۆلیس

shoot /ʃuːt/ *v* لێکردنەوە،قرتاندن

soldiers /ˈsəʊldʒəz/ *n* سەربازەکان
In the early 19th century, the police had not yet started. So soldiers were the only people who could catch escaped prisoners.

starve /stɑːv/ *v* لە برسادەمرێ

uncle /ʌnkl/ *n* مام،خاڵ We do not always use the words uncle and aunt just for our parents' brothers and sisters: we also sometimes use them with old family friends or neighbours.

wine /waɪn/ *n* مەی

EPISODE 3

ashamed /əˈʃeɪmd/ *adj* شەرمەزار،خەجاڵەت

bell /bel/ *n* زەنگ

candle /ˈkændl/ *n* مۆم

cards (play ~) /kɑːdz/ *n* کارتی یاری وەرەقە

common /ˈkɒmən/ *adj* ئاسایی
People in the 19th century used this word a lot to describe others who they thought were socially lower than themselves.

cried /kraɪd/ *v* هاواری کرد

gentleman /ˈdʒntlmən/ *n* پیاوێکی جوامێر
To be a gentleman (or a lady – see below) meant to be a good and honest person. It also meant a person who was socially higher than ordinary people like Joe and Pip. The idea of social levels is very important in this story.

heart /hɑːt/ *n* دڵ

jewels /ˈdʒuːəlz/ *n* خشڵ

lady /leɪdi/ *n* خانم See the earlier note on gentleman.

one day /ˈwɒn dei/ *phr* ڕۆژێك له ڕۆژان

parents /ˈpeərnts/ *n* دایك و باوك

pretty /ˈprɪti/ *adj* جوان،قەشەنگ

rang /ræŋ/ *v* زەنگی لێدا

rough /rʌf/ *adj* زبر

rude /ruːd/ *adj* قسە ڕەق،بێ شەرم

torn /tɔːn/ *adj* دڕاوو

trouble /ˈtrʌbl/ *n* گرفت،ناڕەحەتی

unexpected /ˌʌnɪkˈspekyɪd/ *adj* پێشبینی نەکراو

EPISODE 4

apprentice /əˈprɛntɪs/ *n* شاگرد It was usual for young boys to become apprentices and learn to do a job from older people such as Joe Gargery, who were experts. It was also usual for parents to pay money for their sons to become apprentices. Here, although Joe is like a father to Pip, Miss Havisham chooses to pay him money like a parent.

boxer /ˈbɒksə/ *n* یاریزانی مشتەکۆڵە

educated /ˈedjʊkeɪtɪd/ *adj* خوێندەوار

education /edjʊˈkeɪʃn/ *n* خوێندن،پەروەردە

eyebrows /ˈeɪbraʊz/ *n* برۆ،ئەبرۆ

guinea /ˈgɪni/ *n* جونەیە The modern form of British money is pounds (£). In the early 19th century guineas were often used. The value of a guinea was a little more than a pound.

kiss /kɪs/ *v* ماچ دەکا

servant /ˈsɜːv(ə)nt/ *n* خزمەتکار It was usual for a gentleman or a lady like Miss Havisham to have several servants. Servants like these usually lived in the house, and they ate there, but they did not get much money. A very rich family might have hundreds of servants.

spiders /ˈspaɪdaz/ *n* جاڵجاڵۆکەکان

warning /ˈwɔːnɪŋ/ *n* ئاگادارکردنەوە

EPISODE 5

after a while /æftə waɪl/ *phr* پاش ماوەیەك

agree to /aˈgri tʊ/ *v* رازی بوون بە

coach /kaʊtʃ/ *n* گالیسکە In the early 19th century, road travel was usually by horse or by coach. Large coaches were usually pulled by teams of six horses and they carried people inside and on top. In those days, the roads were still very bad and travel was slow.

expectations /ˌekspekˈteɪʃnz/ *n* پێشبینیەکان

fall in love /ˌfɔːl ɪn ˈlʌv/ *phr* عاشق بوون

for a while /fɔː ə ˈwaɪl/ *phr* بۆ ماوەیەك

gently /dʒentli/ *adv* لەسەرخۆ

inn /ɪn/ *n* خان(شوێنی مانەوە و حەوانەوە)

lawyer /ˈlɔːja/ *n* پارێزەر

skin /skɪn/ *n* پێست

unhappiness /ʌnˈhæpinəs/ *n* دڵتەنگی

waved /weɪvd/ *v* جوڵاند،راوەشاند

EPISODE 6

adopted /əˈdɒptɪd/ *adj* گیراوەتەخۆ

debt (get into ~) /det/ *n* قەرز،قەرزداری

marriage /mærɪdʒ/ *n* هاوسەرگیری

stairs /steəz/ *n* پێ پلیکانەکان

EPISODE 7

as usual /æz ˈjuːʒʊəl/ *phr* وەك هەمیشە

as well /æz ˈwel/ *phr* هەروەها

attention /əˈtenʃn/ *n* سەرنجدان،گوێ پێدان

banknote /ˈbænknəʊt/ *n* پارەی کاغەز

congratulations /kənˌɡrætʃʊˈleɪʃns/ *n* پیرۆزبێت،پیرۆزە

ever more /iːvn ˈmɔː/ *phr* هەمیشە

lovely /ˈlʌvli/ *adj* خۆشەویست

midday /ˌmɪdˈdeɪ/ *n* نیوەڕۆ

the theatre /ðə ˈθɪətə/ *phr* شانۆ There are and were many theatres in London. If we say, 'I enjoy the theatre' we mean 'I enjoy the activity of going to theatres and seeing different shows.'

Yours, /jɔːz/ دڵسۆزت A formal way of ending a letter

EPISODE 8

Australia /ɒsˈtreɪljə/ *n* ئوسترالیا In the early 19th century, Britain sent large numbers of prisoners to Australia. There they lived and worked in prisons for many years before they became free. Some then succeeded in farming or in business, but most could never return to Britain.

for ever /fər ˈevə/ *phr* بۆ هەتاهەتایە

handsome /ˈhæns(ə)m/ *adj* قۆز

hanged /ˈhæŋd/ *v* لەقەنارەدان،هەڵواسین

master /ˈmɑːstə/ *n* گەورە

EPISODE 9

as for /æz fɔː/ *phr* دەربارەی

calmly /kɑːmli/ *adv* بەهێمنی

dear boy /dɪə bɒɪ/ کوڕی ئازیز

discovery /dɪˈskʌv(ə)ri/ *n* دۆزینەوە

paddles /pædlz/ *n* سـەوڵ By the mid-19th century, paddle steamers like this were taking over from the old sailing ships. They were large, noisy and dirty – and also frightening to many people.

row /rəʊ/ *v* سەوڵ لێدان

rowing boat /ˈrəʊɪŋ/ *n* بەلەمی سەوڵ لێدان

sentenced /ˈseny(ə)nsd/ *v* حوکم درا

take off /teɪk ˈɒf/ *v* جل داکەندن

EPISODE 10

clerk /klɑːk/ *n* نووسەری فەرمانگە

court /kɔːt/ *n* دادگا

forgive /fəˈɡɪv/ *v* لێبوردن،لێخۆش بوون

God knows that … /ɡɑd noz ðæt/ *phr* خودا دەزانێ

untidy /ʌnˈtaɪdi/ *adj* ناڕێك

weak /wiːk/ *adj* بێ هێز،لاواز

REFERENCE SECTION

1 UNDERSTANDING WORDS

سەرەتا

کاتێك وشەیەکی نویٚ دەبینیت،دەست بەجیٚ پرسیار لە ماموٚستاکەت یاخود سەیری فەرهەنگەکەت مەکە.زوٚرجار بوٚ خوٚت دەتوانیت واتای وشەکە بدوٚزیتەوە.بیر لەمانە بکەرەوە:

- وشە جیهانییەکان (بوٚ نمونە: *pizza, hotel, computer)* *;(sandwich,*
- زانینی واتای وشەکان لە ڕێگەی دەقەکەوە (بوٚ نمونە:

in 'The work was really *strenuous*, so everybody was really tired by the end of the day' the word *strenuous* must mean something like *hard*)

- دروست بوونی وشە بە هوٚی پێشگر و پاشگرەوە (بوٚ نمونە:

happy > *un*happy; appear > appear*ance*).

ئەمانەی خوارەوە چەند نمونەیەکن کە پێشتر بینیوتن،لە داهاتووشدا نمونەی زیاتر دەبینیت.

PREFIXES پێشگر

- ئەو پێشگرانەی واتای پێچەوانە دەگەیەنن:

پێشگر	ماناکەی	نمونە
dis-	opposite	like > dislike
im-	opposite	possible > impossible
in	opposite	complete > incomplete
un-	opposite	happy > unhappy

- ئەو پێشگرانەی چەند واتایەك دەگەیەنن:

پێشگر	ماناکەی	نمونە
inter-	between	national > international
re-	again	build > rebuild

SUFFIXES پاشگر

- پاشگر بوٚ دروستکردنی خێزانە وشە:

زوٚر وشە هەن شێوەی ڕێزمانی جیاوازیان هەیە بەهوٚی پاشگرەکانیانەوە، بوٚ نمونە:

کار	ناو (کەس)	ناو (شێوەی تر)
build	builder	building

کار	ئاوەڵناو	ئاوەڵکار
save	safe	safely

- هەندێك پاشگری دیکە:

کار	پاشگر +	ناو >
appear inform teach feel	-ance -(a)tion -er -ing	appearance information teacher feeling

ناو / کار	پاشگر +	ئاوەڵناو >
nation frighten success interest friend cloud	-al -ed -ful -ing -ly -y	national frightened successful interesting friendly cloudy

ئاوەڵناو	پاشگر +	ناو >
electric similar	-ian -(i)ty	electrician similarity

ئاوەڵناو	پاشگر +	ئاوەڵکار >
quick happy terrible	-ly	quickly happily terribly

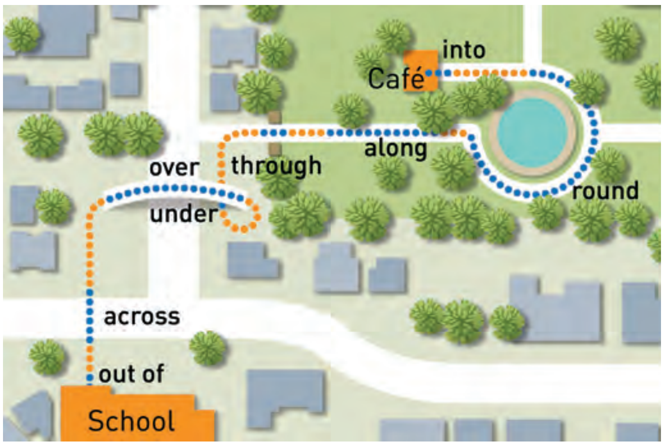
2 COLLECTING VOCABULARY

ئێستا لیستێك وشەت نووسیوە بوٚ فێربوون، باشتر وایە ئەو وشانە بکەیت بە گروپ.گروپی سادەی جوٚراوجوٚر هەیە وەك:ڕوٚژەکانی هەفتە، هەروەها دەتوانرێت گروپەکان بەیەکەوە ڕێك بخرێن بەچەند ڕێگایەکی دیکە.

- وێنە و هێڵکاریەکان

دەتوانیت وێنەی گوٚڤارەکان ببڕیت و هەڵیان بواسیت.دەتوانیت ئەمە بکەیت لە گەڵ جل و بەرگ و خورادەمەنیشدا.

ئامڕازەکانی پەیوەندی جووڵە



- **Preposition + word/phrase**

دەتوانیت گروپەکان فێرببیت بەم شێوەیە:

We went ***by bike / by car / by bus / by plane.***
We arrived ***at 2.00 in the afternoon on Monday.***

- **Word (noun/adjective) + preposition**

دەتوانرێت ئەم وشانە بن بە ناو یاخود ئاوەڵناو. دەتوانیت بیانکەیت بە گرووپ بەم شێوەیە:

I love the ***sound*** *of music.*
We must find an ***answer*** *to the problem.*

She's ***angry with*** *you.*
He's ***frightened*** *of her.*

- **Two-part 'phrasal' verbs**

هەروەها دەتوانیت ئەمانەش بە گرووپ ڕێك بخەیت:

Prices are ***going up****.*
The temperature is ***going down****.*

Take out *the old CD.*
Put in *the new one.*

- **Word pairs**

دەتوانیت ئەو جووتە وشانە کۆبکەیتەوە کە بەیەکەوە بەکاردەهێنرێن.دەتوانیت بەم شێوەیە کۆیان بکەیتەوە:

apple
orange
grape
lemon
juice

football
match
team
player
shirt

- **Superordinates or 'umbrella' words**

دەتوانیت کۆمەڵێك وشە لە ژێر یەك وشەدا کۆبکەیتەوە کە وەسفی هەموو گروپەکە دەکات.

buildings
hospitals houses schools

vegetables
onions peppers potatoes

7 Networks تۆڕەکان

دەتوانیت شێوازی تۆڕەکان بەکاربهێنیت بۆ کۆکردنەوەی گروپە گەورەکانی هەمان بوار.

library
student
laboratory
teacher
classroom
head teacher
rooms
people
SCHOOL
subjects
equipment
history
CD player
maths
computer
science
desk

3 PHONETICS

لە بەشەکانی(Language Focus) ی هەر یەکەیەکدا، لە لیستی وشەکاندا چۆنیەتی خوێندنەوەی وشەکانی تێدایە بۆ نیشاندانی دەنگی ڕاست و دروستی وشەکان.ئەمانەی خوارەوە دەنگی ئەو هێمایانەن.

Consonants نەبزوێنەکان

p	press	ʒ	measure	b	bag
h	hot	t	time	x	loch
d	card	tʃ	chair	k	can
dʒ	jam	g	dog	m	more
f	staff	n	snow	v	vote
ŋ	sing	θ	thin	w	water
ð	that	r	ring	s	sit
l	small	z	zebra	j	you
ʃ	shine				

Vowels and diphthongs بزوێن و جووتە بزوێنەکان

ɪ	bit	ɔ:	caught	e	bed
u:	boot	æ	bad	ɜ:	bird
ɒ	hot	eɪ	bay	ʌ	cut
aɪ	buy	ʊ	book	ɔɪ	boy
ə	about	əʊ	go	i	pretty
aʊ	now	u	annual	ʊə	cure
i:	bee	eə	hair	ɑ:	father
ɪə	hear				

4 PUNCTUATION

کاتێك دەخوێنینەوە تەنها وشەکان بەس نین،بەڵکو پێویستمان بە کۆمەڵێك وشە دەبێت کە بەیەکەوە کاردەکەن.

خاڵبەندی ئەو گروپانە دروست دەکات،لەبەر ئەوە نووسینی باش پێویستی بەخاڵبەندی باش هەیە.

The punctuation marks هێماکانی خاڵبەندی

	بەکارهێنانەکان	نمونەکان
Capital letter (A, B, C, etc)	* یەکەم پیت لە رستەدا	This is your book.
	* یەکەم پیت لە ناوی شوێنەکان،نەتەوکان،رێکخراوەکان، هتد	Erbil, Kurdistan, the United Nations
	* ناونیشانی کتێب / فیلم / پرۆگرامی تەلەفزیۆنی، هتد	Star Wars
	* بۆ کورتکراوەکان	the UN, UNESCO
Full stop (.)	* لە کۆتایی رستەدا	This is your book.
	*(هەندێك جار) لە پاش کورتکراوەکان	The U.N., Mr. Roberts, 1st. Nov.
	* لە دیاریکردنی بڕی پارەدا	€2.50 (read: two Euros fifty)
	* لە کەرتە دەییەکاندا	10.12 (read: ten point one two)
	*لە ناونیشانی ئیمەیڵ و ماڵپەڕەکاندا	esmith.aol.org (read: esmith-dot-aol-dot-org)
Question mark (?)	*پاش پرسیاری راستەوخۆ	Did you see it?
Exclamation mark (!)	* بۆ دەربڕینی حاڵەتی سەرسوڕمان،هتد	That's fantastic!
Comma (,)	* لە نێوان شتەکانی ناو لیستێکدا	Get a pen, a pencil, a book and some paper. He got up, turned round, looked and then laughed.
	* بۆ لەتکردنی رستەیەکی درێژ (هەریەکێکیان دەبێت فرمانی سەرەکی هەبێت)	We looked all over the house, but we couldn't find it anywhere.
	*بۆ جیاکردنەوەی زانیاری زیادە لە بەشی سەرەکی رستە	Erbil, a very ancient city, is the capital of Kurdistan.
	* لە پاش یان لە پێش ناو	Azad, let's go. Let's go, Azad.
	* لەپێش کلکە پرسیاردا	He's finished, hasn't he?
Apostrophe (')	* بۆ نیشاندانی پیتی ونبوو	You'll do it, won't you?
	* بۆ نیشاندانی خاوەندارێتی **تێبینی**: لەگەڵ s ەکانی کۆتایی **تێبینی** it has/it is = it's بۆ خاوەندارێتی نیە	This is Haval's bike. James' bike, the boys' bikes It's a beautiful baby. Have you decided its name?
Colon (:)	*بۆ ناساندنی بەشێك یاخود لیستێك	Section 3: Things to bring: pan, oil, burgers, bread, etc
Semi-colon (;)	* بۆ جیاکردنەوەی دووبەشی رستەیەك – زیاتر لە بۆشایی کۆما	We arrived at 9.00; it was raining again as usual!
Hyphen (-)	*بۆ بەیەکەوە بەستنی دوو وشە	It's a well-made machine. They're in the living-room.
	* بۆ لەتکردنی وشەیەك لە کۆتایی دێڕێکدا	I've heard about the beautiful mountains in the north.
Dash (–)	* بۆ جیاکردنەوەی بەشەکانی رستە	The pen – mine, not yours – was on the sofa.
	*بە مانای(to– بۆ)	The Erbil–London flight
Quotation marks (' ')	* بۆ دیاریکردنی وتەیەك لە ناو دەقدا	'We can win!' he shouted.
	* بۆ دیاریکردنی ئەو وشانەی نمونە ، یان دەربڕینی تایبەتن.	The first 'moving pictures' were not seen til 1891.
Brackets ( )	* بۆ جیاکردنەوەی زانیاری زیادە لە بەشی سەرەکی رستەیەکدا	Peter Davies (1926–2003) was born in North London and went to school at ...
	* بۆ نیشاندانی سەرچاوەکان لە بابەتی پەیوەندیداردا	Work out a good diet. (For more details see Unit 3.)
Dots (...)	* بۆ نیشاندانی ئەوەی کە هەندێك وشە لابراوە.	He said that he felt ... She said that she was ...
	* بۆ نیشاندانی بۆشایی کاتی قسەکردن.	Oh, I'm ... all right.
Slash (/)	* بۆ نیشاندانی چەند شتێکی جیاواز.	I need a CD / DVD / book.

5 GRAMMAR

- بەشەکانی ئاخاوتن Parts of speech

لە بەشەکانی (Language Focus) ی هەر یەکەیەکدا لەگەڵ لیستی وشەکاندا بەشەکانی ئاخاوتن و هەندێك زاراوەی تر دیاری کراون.بۆ ئاسانکردنی شیکردنەوەی وشە نوێیەکان ئەم کورتکراوانە بەکارهێنراون.

بەشەکانی ئاخاوتن	شێوەی تەواو	کوردی	نمونە
adj	adjective	ئاوەڵناو	easy, warm
adv	adverb	ئاوەڵکار	easily, often
conj	conjunction	ئامرازی لێکدەر	and, because
det	determiner	ئامرازی نیشاندەر	the, some
n	noun	ناو	room, information
prep	preposition	ئامرازی پەیوەندی	in, into
pron	pronoun	جێناو	him, himself
v	verb	کار – فرمان	get, get up

هەندێك زاراوەی دیکە	شێوەی تەواو	کوردی	نمونە
abb	abbreviation	کورتکراوە	p.m., PS
exp	expression	دەربڕین	Good to meet you!
phr	phrase	دەستەواژە	local time, lose control

- هەندێك زاراوەی دیکە کە لە وەسفکردنی زماندا بەکاردەهێنرێن

لە *Sunrise* دا لە بەشەکانی (Language Focus) ی هەر یەکەیەکدا هەندێك زاراوەی تر بەکارهێنراون.

Tense کاتی کردار	کوردی	کاتی کردار	کوردی
present continuous	رانەبردووی بەردەوام	past simple	رابردووی سادە
present simple	رانەبردووی سادە	past continuous	رابردووی بەردەوام
present perfect	رانەبردووی تەواو	past perfect	رابردووی تەواو
present perfect continuous	رانەبردووی تەواوی بەردەوام		

هەندێك زاراوەی ڕێزمانی دیکە

active	بکەر دیار	passive	بکەر نادیار
prefix	پێشگر	suffix	پاشگر
regular	یاسایی	irregular	نا یاسایی
sentence	رستە	paragraph	پەرەگراف
singular	تاك	plural	کۆ
subject	بکەر	object	بەرکار
conditional sentence	رستەی مەرجی	relative clause	نیمچە رستەی پەیوەندی
countable noun	ناوی ژمێردراو	uncountable noun	ناوی نەژمێردراو
modal verb	کاری مۆداڵ	phrasal verb	دەستەواژەی کاری
possessive adjective	ئاوەڵناوی خاوەندارێتی	possessive pronoun	جێناوی خاوەندارێتی
subject / object pronoun	جێناوی بکەر/ بەرکار	reflexive pronoun	جێناوی خۆیەتی

6 LANGUAGE FOR COMMUNICATION

LANGUAGE FOR SPEAKING زمانی قسەکردن

1 Language for learning زمانی فێربوون

I’m sorry. I didn’t hear that.
I’m sorry. I didn’t understand that.
Could you spell that, please?
Could you say that again, please?
Could you play the CD again, please?
How do you pronounce … , please?
How do you pronounce this word, please?
Excuse me, but what does … mean, please?
Excuse me, but does … mean …?

2 Language for discussion زمانی گفتوگۆکردن

1 دەربڕینی را لەگەڵ هۆ

I (don’t) think … because …
My favourite is … . That’s because …
In my opinion, …

2 پێدان و وەرگرتنی ڕوونکردنەوە

Getting and giving clarification
So are you saying that …?
In other words, I mean that …

3 رازی بوون

I (completely) agree.
I think so, too. / So do I.
I don’t think so either. / Neither (Nor) do I.

4 ڕازی نەبوون

I’m not sure.
I partly agree with that, but …
I’m sorry, but I disagree / don’t agree.

5 دەربڕینی رای جیاواز

I think …
I don’t think …

6 هاندانی کەسانی تر بۆ قسەکردن

Tell me about … / more / all about it.
Can I ask about …?
What happened then?
So what did you do?

7 ئارەزوو دەربڕین

Really!
That’s great / amazing / terrible!
That’s really interesting.
Tell me more.

3 Language for life زمانی ژیانی رۆژانە

1 بەکارهێنانی تەلەفۆن

Hello. (7-double-8-3-treble-6.)
Could I speak to …?
Wait a moment, please.
(Name), it’s for you.

2 نیشاندانی ئاڕاستەکانی شەقام

Go (straight) across this road.
Go (straight) along … Street.
Turn left / right at the T-junction / shoe shop.
Take the second (turning on the) left / right.
Go past …
Keep going / straight on along … Street
Go over the roundabout / crossroads.
You’ll find / see it on the left / right.
You’ll see / find it opposite you.

LANGUAGE FOR WRITING: CONNECTORS

زمانی نووسین:لێکدەرەکان

1 ریزبەندی کردن

First, …
First of all, …
Secondly, …
Thirdly, …
Finally, …

2 وەسفکردنی ڕووداوەکان

First, …
At first, …
Then …
Next, …
After that, …
Finally, …
In the end, …

3 زیادکرن

… and …
… , too. … either.
… also …
Again, …

4 دەربڕینی جیاوازی

… but …
However, …
On the other hand, …
Although, …

5 دەربڕینی هۆ

Because …
This / That is because …
Since …
As …

6 دەربڕینی ئەنجام

… so …
As a result, …
Because of this / that, …
Therefore, …

7 COMMON IRREGULAR VERBS

be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
put	put	put
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spell	spelled/spelt	spelled/spelt
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

8 ALPHABETICAL WORDLIST

a (= each year / month, etc)	1
about to	5
actor	7
advise	8
adviser	6
afford	2
against (not in favour of)	5
age (for ~s)	3
allow	8
all the way	8
although	1
amaze	7
amazing	7
annoy	7
annoyed	7
annoying	7
apart from	6
appear	3
apply for	2
aquarium	1
artificial	7
artistic	6
as dry as a bone	3
at first	8
at high speed	7
at last	8
at least	5
atmosphere	2
attack	7
attraction	1
audience	7
average	3
back home	1
badly built	5
balloon	1
base	7
beauty	8
benefit	5
billion	2
bore	8
bucket	5
budget	6
building	4
business (studies)	6
cameraman	7
camp	4
camper van	5
canal	5
carbon dioxide (CO_2)	2
career	6
careers adviser	6
cartoon show	7
centre	1
CGI (computer-generated imagery)	7
chart	3
climate change	3
cloud	3
coal	3
collapse	4
column	9A
code	7
comfort	2
community	5
community centre	7
community leader	5
complicated	6
comprehensive (school)	1
computer-generated imagery	7
consider	1
construct	5
construction	1
control room	7
conventional	6
cookery	7
cookery programme / show	7
coordination	6
council	7
crop	1
crossroads	1
cultural	1
custom	1
curious	7
cut off	7
dam	5
deal with	6
decision (~ making)	6
degrees Celsius	3
demand	7
depth	5
destruction	8
detail	6
develop	1
development	1
difficulty	8
disabled	6
disappear	3
disappoint	8
disappointed	8
disappointing	8
disaster	3
discovery	8
discussion	7
discussion programme	7
drama	7
dream (big hope)	5
driving test	2
due to	6
dust	5
dusty	5
eastern	1
economic	1
economy	1
edge	5
edit	7
effect	7
electric	2
embarrass	8
embarrassed	8
embarrassing	8
emergency (stop)	2
emission	2
emperor	8
empty	5
encyclopedia	8
engineering	6
enterprising	6
environmental	5
episode	7
essay	8
ever more	7
examiner	2
excite	8
exhaust	2
experience	1
fact	1
factory	2
farm	1
farmer	3
farming	1
fertile	1
field (area)	6
finished	9B
fisherman	5
fishing (~ boat, ~ industry, ~ port)	5
flat	1
floor manager	7
forest	3
four by four (4×4)	2
fossil fuel	3
flood	5
for (in favour of)	5
forest	3
four-by-four (4×4)	2
free	9A
fuel (~ cell)	2
frighten	8
frightening	7
game show	7
general	6
get off	2
get started	8
get through (phone)	4
ghost	2
give out	9B
global warming	3
go out	7
gorge	5
go well	2
go wrong	2
Grandad	6
greenhouse	3
greenhouse gas	3
grow	1
growth	1
Guess what!	2
guidebook	5
had better	2
have / take a seat	6
helicopter	2
helpful	1
hilly	1
hovercraft	2
hurricane	3
husband	4
hybrid	2
hydroelectric (~ power station)	5
hydrogen (H)	2
icy	3
imagine	3
impossible	7

9 WORD GROUPS AND ABBREVIATIONS

Days of the week

Monday	Mon
Tuesday	Tue
Wednesday	Wed
Thursday	Thur
Friday	Fri
Saturday	Sat
Sunday	Sun

Months of the year

January	Jan
February	Feb
March	Mar
April	Apr
May	May
June	Jun
July	Jul
August	Aug
September	Sept
October	Oct
November	Nov
December	Dec

Ordinal numbers

first	1st
second	2nd
third	3rd
fourth	4th
fifth	5th
sixth	6th
seventh	7th
eighth	8th
ninth	9th
tenth	10th
eleventh	11th
twelfth	12th
thirteenth	13th
fourteenth	14th
fifteenth	15th
sixteenth	16th
seventeenth	17th
eighteenth	18th
nineteenth	19th
twentieth	20th
twenty-first	21st
twenty-second	22nd
twenty-third	23rd …
hundredth	100th
hundred and first	101st …

Distance

centimetres (cm)
metres (m)
kilometres (km)

Speed

kilometres per hour (kph)
miles per hour (mph)

Maths

+ plus – minus = equals % per cent

Money

$ dollars (American)
£ pounds (British)
€ euros (European)

Latin abbreviations

a.m. (*ante meridiem* = up to midday)
p.m. (*post meridiem* = after midday)
e.g. (*exempli gratia* = for example)
etc. (*et cetera* = and other similar things)

Directions

north	N
east	E
south	S
west	W
north-east	NE
north-west	NW
south-east	SE
south-west	SW



10 PLACES IN *SUNRISE 11*

Country or region	Unit	Adjective
America /ə'merɪkə/	2	American /ə'merɪk(ə)n/
Antarctic /æn'tɑ:tɪkə/	3	Antarctic /æn'tɑ:tɪkə/
Arctic /'ɑ:tɪk/	3	Arctic /'ɑ:tɪk/
Australia /ɒs'treɪljə/	3	Australian /ɒs'treɪljən/
Britain /'brɪt(ə)n/	1	British /'brɪtʃ/
Cathay /kæðeɪ/	8	–
Central America /ˌsentrl ə'merɪkə/	5	Central American /ˌsentrl ə'merik(ə)n/
China /tʃaɪnə/	3	Chinese /ˌtʃaɪni:z/
England /'ɪŋ;(ə)nd/	1	English /'ɪŋglɪʃ/
Europe /'ju:rəp/	3	European /ju:rəpjən/
Germany /'dʒɜ:məni/	2	German /'dʒɜ:m(ə)n/
Iraq /ɪ'ræk/	1	Iraqi /ɪ'ræki/
Italy /ɪtəli/	8	Italian /ɪ'tæljən/
Japan /dʒə'pæn/	3	Japanese /ˌdʒæpə'ni:z/
Kurdistan /ˌkɜ:dɪ'stæn/	1	Kurdish /'kɜ:dɪʃ/
Persia /'pɜ:ʒə/	8	Persian /'pɜ:ʒen/
Turkey /'tɜ:ki/	5	Turkish /'tɜ:kɪʃ/
the Middle East /ðə ˌmɪdl i:st/	1	Middle Eastern /ˌmɪdl 'i:stən/
the Soviet Union /ðə ˌsəʊvɪət ju:njən/	5	Soviet /'səʊvjət/
the USA /ðə ˌju: es 'eɪ/	4	American /ə'merɪk(ə)n/
the West Indies /ðə ˌwest 'ɪndi:z/	8	West Indian /ˌwest 'ɪndjən/

Other places	Unit
Arsenal (in London) /'ɑ:sn(ə)l (ɪn lʌndən/)	9A
Birmingham /'bɜ:mɪŋəm/	2
Damascus /də'mæskəs/	8
Dartmoor /'dɑ:tmɔ:/	4
Genoa /'dʒenəʊə/	8
Lake Mead /ˌleik 'mɪ:d/	5
London /'lʌndən/	1
Manchester /'mæntʃestə/	9A
Melbourne /'melbɜ:n/	3
New York /ˌnju: 'jɔ:k/	7
Oxford /'ɒksfəd/	2
Plymouth /'plɪməθ/	1
the Ama River /ði: ˌɑ:mə 'rɪvə/	5
the Aral Sea /ði: ærəl ˌsi:/	5
the Colorado River /ðə ˌkɒlərɑ:dəʊ 'rɪvə/	5
the Hoover Dam /ðə ˌhu:və 'dæm/	5
the Panama Canal /ðə ˌpænamɑ: kə'næl/	5
the Soviet Union /ðə səʊvɪət ju:njən/	5
the Syr River /ðə sɪə rɪvə/	5
the Three Gorges Dam /ðə ˌθri gɔ:gɪz 'dæm/	5
Trafalgar Square /trə:fælgə 'skweə/	9A
Venice /'venɪs/	8
York /jɔ:k/	1